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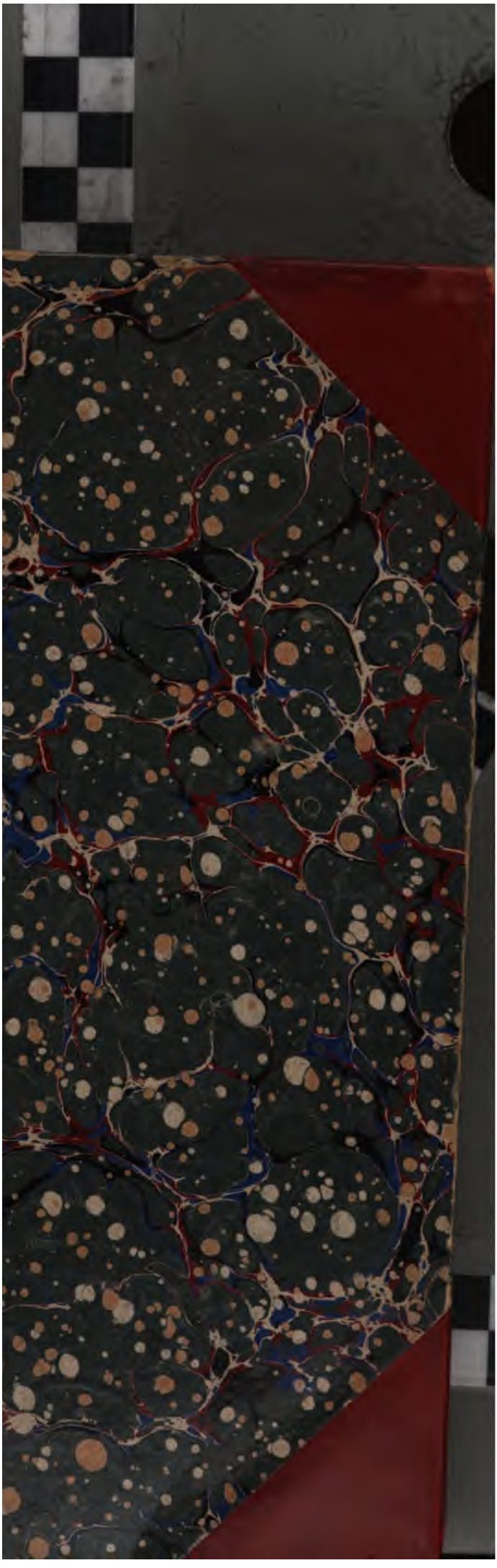

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TWO PRIZE ESSAYS

ON

EDUCATIONAL UNIFICATION

IN THE

STATE OF NEW YORK

PUBLISHED FOR
THE UNIFICATION PRIZE COMMITTEE
PALMYRA, N. Y.
1899

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To the authors of these two papers were awarded the prizes of $100.00 each, offered in June, 1899, by unnamed persons, for the best essays by a woman and a man respectively upon the subject of unification of the educational system of the State of New York.

Copies may be obtained upon request from the Unification Prize Committee, Palmyra, N. Y.

FOR

EDUCATIONAL UNIFICATION

THE NEW YORK STATE EDUCATIONAL SYSTEM
ITS HISTORY, ITS DEFECTS, AND THE REMEDY

A PRIZE PAPER

—BY—

SARA ELIZABETH STEWART

Analysis

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The New York State Educational System: its History, its Defects, and the Remedy

The changes in the New York educational system proposed last winter in the "White educational bill" have aroused not only strong feeling among those directly affected, but also a general and widespread public interest. As reconstructive educational legislation in some form will probably be an important feature of the work of the next legislature, a study of present conditions is not ill-timed.

ANOMALY OF A DUAL SYSTEM

There are now in New York State two distinct and independent systems of public education, of radically different organization, occupying different fields, working in great part without reference to each other, and yet vitally connected—the University of the State of New York and the department of public instruction. "Taken together they form a system without theoretic unity and with great and for the most part unnecessary complexity."

New York alone of the 45 United States presents this anomaly of dual control for a single purpose, and its unique position seems to result from gradual growth rather than from premeditation. In 1784, within a year of the evacuation of New York by the British, the University of the State of New York was established by law and its regents empowered to hold estates to use for "the further promotion of learning and the extension of literature." In 1787 a committee of the regents recommended "permanent superintendence and public elementary schools through the State." In 1812 State supervision of the schools began when the office of State superintendent of common schools was created. The secretary of state performed the duties of this office from 1821 to 1854, when a separate department was created by the leg-

islature. Since then the department of public instruction has been independent of the board of regents, though the State superintendent is *ex officio* a regent.

The constitutional convention of 1894 discussed at length the duality of our educational system, but the committee on education announced itself unable to agree on any plan of unification, though it plainly recognized its desirability. The University of the State of New York, already the oldest institution of the State and the recipient of the *Grand prix* at the French exposition of 1889 as well as of a special award at the World's Fair in 1893, was, as a result of the 1894 convention, introduced into the constitution, and must therefore endure while our constitution remains unchanged.

As our educational system is now administered the department of public instruction has supervision over all agencies for the training of public school teachers and the distribution of most of the common school fund, while the State superintendent himself exercises almost despotic judicial powers and acts as final arbiter in all disputes concerning school matters. The University of the State of New York, in addition to its organized supervision of public libraries, museums, and home education in the State, has powers of inspection and examination in high schools and academies and has at its disposition moneys derived from the United States deposit fund and the literature fund, supplemented by $60,000 from the general fund, to be distributed among its academies and high schools.

DUPLICATION OF LABOR AND EXPENSE

The Empire State, spending on education almost $6,000,000 more than any other State, with its great universities at Ithaca and New York, its famous colleges whose alumni rolls shine with illustrious names, its 541 high schools generally admitted to show better average scholarship than those of any other State, has no reason to be ashamed of its educational advantages; yet its citizens may do well to ask if there is no room for improvement. And first the careful tax-payer, burdened by municipal or town taxation, by general State and by school taxes, seeing on every hand lavish expenditure of public funds, the army of office-holders, the extravagant management of public affairs, this same

tax-payer who has demanded and brought about unity in management of public charities, of asylums, of prisons, may object to our present dual educational system on the ground of lack of economy. Undoubtedly there is duplication of labor and consequent expense. The superintendent of public instruction for executive control of our public schools receives a salary from the State of $5,000. Meanwhile the board of regents (serving as is well known without salary themselves) pay their secretary for executive duties connected with public libraries and schools $7,000. Each organization has its separate staff of inspectors, examiners, assistants, deputies, clerks, and office boys. Each has its separate list of inspectors' traveling expenses, separate lists of expenses for preparing, printing, transmitting, conducting, and correcting examinations. Each must prepare and submit to the legislature an annual report, compiling therefor independent lists of statistics, demanding separate reports from each school in the State and requiring to be printed, each a large volume in itself, at State expense. Two independent offices are also supported, each having its full complement of clerks, stenographers, and typewriters, one on the first floor, the other on the fourth floor of our State capitol, but both devoted to superintending and controlling our State educational system.

For the use of the department of public instruction $33,000 is appropriated annually "for instruction—by means of pictorial representation." The lantern slides used for this purpose are prepared with the greatest care, special agents even being sent abroad to secure original and accurate pictures. As the result these slides are pronounced by experts to be the best made. Yet not one of them is available to the University even by purchase! The regents accordingly buy others from their appropriation, and thus the State finds itself possessed of two separate collections of lantern slides, the one controlled by the department and unavailable to the regents, the other controlled by the regents and unavailable to the department, both collections being originally intended to serve the same end.

DUPLICATION OF INSPECTION AND REPORTS

Nor is this duplication of labor and expense in administration, with its consequent drain on the taxpayer's pocket, the only waste

resulting from the dual system of control. Every public school in the State in which instruction above elementary branches is given suffers from duplication of labor. One day a regents inspector visits the school and investigates the building, the laboratory supplies, the teaching equipment and force. Within a week, perhaps, the inspector from the department of public instruction appears, requiring the same information and demanding the same amount of time and attention from the school officers. Inspection is without doubt beneficial, but let there be moderation even in inspection.

At the close of the school year, detailed reports must be submitted by each school, one to the University of the State of New York; the other, quite different, to the department of public instruction. No one who knows the time and labor involved in preparing with anything approaching accuracy even the simplest of these school reports, who has seen the school officer overwhelmed with the rush of necessary work at the close of the year, struggling to secure the data demanded by one department, and, that accomplished, to present the same facts under different heads to suit the demands of the other department, no one who appreciates the importance of economy in expense, in time, in energy, can fail to regret the necessity for such duplication.

It may be urged, however, that much of this and similar wastes, as seen in our schools, could be avoided by harmony in State control. But such harmony is singularly and of necessity lacking in our system of dual supervision. A perfect educational system demands organic unity. This we lack.

Every high school teacher in the State will testify to the virtual impossibility of arranging the curriculum to satisfy the requirements of the department of public instruction and also offer the combination of studies required for the various regents certificates. The high school faculty, striving to plan its course to meet college requirements, local tastes, and also the clashing demands of a double-headed State management, comes to deplore bitterly this lack of unity.

DUPLICATION OF EXAMINATIONS

But perhaps the greatest evil resulting from lack of co-operation is found in the multiplication of examinations, in no case an

unmixed blessing. A boy enters the high school passing preliminary examinations in all the elementary branches. For each subject he receives his regents passcard. After a year or two he finds its necessary to add to his funds before going on with his studies. He applies for a position in a district school, but can not be employed as a public school teacher till he has passed "the uniform examinations" in exactly the same elementary branches as those covered by the regents passcards he has already earned, requiring no more extended or varied knowledge, but conducted by a different department.

Or the not uncommon instance presents itself of an ambitious lad, now a country school teacher, but with aspirations toward a profession, perhaps law or medicine or dentistry. He has already passed examinations in arithmetic, geography, English, and the other branches required for a State teachers certificate. Every spare moment is now almost inexpressibly precious to him, but in addition to imparting instruction in all the branches demanded —and in these ungraded country schools 20 different classes a day are no rare thing—to helping on the farm, doing errands, picking up odd jobs wherever he can, and studying for his selected profession, he must find time to "brush up" and again take examinations in each preliminary subject, this time conducted by the regents. For, the two departments being mutually exclusive, none of the credentials obtained from the department of public instruction for purposes of teaching are accepted by the University of the State of New York, which has entire control of professional requirements. In whatever direction our students turn, whatever field of employment or advanced instruction they seek, examinations seem to multiply, and instead of disposing of any one subject once for all, the tendency is to examine and re-examine, each State department calmly ignoring all credentials issued by the other, while the student, his teachers, his friends, and his family suffer from the results.

DUPLICATION OF DEGREES

The degree B.A., which may not be granted by any institution under University supervision that fails to reach the required standard, can be secured in the New York city normal college, which is controlled by the department of public instruction, though the

entrance requirements are there distinctly lower than those of other colleges of the State. This college, on the other hand, refuses to accept regents credentials for entrance requirements, though they are recognized by leading colleges in this State and elsewhere. Here, then, we have the edifying spectacle of an institution under one of the State educational departments ignoring the credentials issued by the other, and that in turn despising this institution's degree.

DUPLICATION OF MATERIAL

Still another example of the lack of co-operative effort is found in connection with the regents system of travelling libraries, by which books, pictures and lantern slides are lent to schools in the University. As the common schools are not legally entitled to these loans, the important work of guiding the reading and developing the artistic tastes of the pupils must be postponed till they enter the high school, though to obtain the best results it is generally recognized that the training should begin in the lowest grades. Important, therefore as are these efforts on the part of the regents to cultivate an abiding taste for good reading and for true art, they are seriously handicapped by the lack of harmony in general administration that brings the pupils to the high school unprepared for some of the instruction that will be most far-reaching in its effects.

There is scarcely a teacher of the State who cannot produce definite illustrations of the disadvantage to teachers and pupils of this lack of harmony in educational control, and that its evil effects are no more in evidence is due to the practical common sense of those who work under the system rather than to the system itself.

POLITICAL CONTROL OF THE DEPARTMENT OF PUBLIC INSTRUCTION

But even if the present dual system were so administered, with perfect sympathy and intelligent co-operation, as to present ideal conditions of economy and harmony, still one flaw would be found in our present educational machine. Freedom from party politics is so generally recognized as an essential of a good educational system that it would be difficult to find any one openly ad-

vocating the surrender of our public schools to the vicissitudes of partisan control. Here if in any department of the public service should be placed men of special training and experience; yet at this vital point the people of New York for nearly forty-six years have submitted to a system which if not controlled is strongly influenced by partisan considerations. The superintendent of public instruction and his deputies enjoy the reward of faithful service to their party, and in their turn discreetly dispense favor to local aspirants. Although it may be true that political appointments are in some cases as good as those made in an honest effort to select for merit only, still this is the lucky chance, not the necessary result of a well considered policy. Some of our superintendents have undoubtedly been educational leaders whose records command the respect and admiration of all; but others have been not only inferior in educational experience and attainments, but in some cases actually lacking in the sterling qualities which are demanded in leaders of the youth. And even if, for forty-six years, we had models selected by party leaders for this important position, what right have we to hope for similar immunity from disaster in the future? Educational interests are growing yearly; more and more money passes through the hands of the administrative officers; how long will it be before even the pretence is abandoned of appointing for fitness or experience?

It is maintained that the direct appointment of the superintendent by the legislature or governor is desirable as bringing him more closely in touch with the people and their needs. This might be true in a Utopian republic, where the will of a right-minded people was reflected as in a mirror in its legislative halls. But under present conditions the will of the people is less authoritative than the gesture of a political boss.

REMEDIES SUGGESTED

If no other method were possible we should be justified in submitting to existing conditions; but if a plan can be found that will retain the present advantages and avoid the dangers, it clearly should be adopted. Unification in some form has long been discussed, and now that the consent both of the University and of the department of public instruction has apparently been secured, it remains only to decide how this can be effected best.

Of the plans suggested, three are worthy of consideration:

1. Unification under a superintendent appointed directly by the legislature or governor.

2. Unification under a new board of regents elected one from each judicial district, with the governor an *ex officio* member.

3. Unification under the present board of regents.

AN APPOINTED SUPERINTENDENT

The first plan would throw into politics the entire State system of education with its large revenues, making it a tempting field for spoilsmen of both parties. If it is granted that freedom from party politics is a requisite of a good educational system, this plan must be abandoned at the start.

ELECTION BY A SMALLER ELECTIVE BOARD OF REGENTS

The plan of placing the schools under the supervision of a smaller elective board seems at first glance to be a desirable solution of the problem. The eight elective members and the governor make a good working number, and neither one of the existing organizations is absorbed by the other. But on more careful consideration, the danger of political manipulation again presents itself. Nominations and elections do not always put the best men in power, and in this case, the members being elected one from each judicial district, the tendency would be to make the office of regent a consolatory offering to disappointed aspirants for public honors, or, worse, vantage ground for public representatives of local political bosses, in either case detrimental to the character and usefulness of the board of regents. If the election should be for a term of years instead of for life, as in the case of the present regents, the advantage, if any, of more direct dependence upon the people would not only be more than offset by frequent changes and less interest on the part of retiring officers, but our educational system would lose the benefit of the wholesome protection against even attempted political domination which their life tenure now gives to the regents of the university. They are but human, like others who shall succeed them, and to the permanent tenure of their office, more than to else, may be ascribed the origin and unbroken continuance of their most honoring, distinguishing and important characteristic, their

absolute freedom from partisan political control. They now have no need to consider what might be the effect upon their prospects for re-election, if their conscientious action should not accord with the selfish purposes of some temporary political magnate.

ELECTION BY THE PRESENT BOARD OF REGENTS

But even with the second proposed plan working at its best, why should the voters be burdened with the selection of a new board when there is already in existence one that from the earliest history of the State has been identified with its educational affairs, has established and fostered the oldest institutions of learning in the commonwealth, and during the first half of the present century took the initial steps leading to the formation of the department of public instruction? Since during a heated discussion lasting several months no convincing reason for making such a change was advanced, we are justified in considering the third plan, which proposed to entrust the educational interests of the State to the present board of regents.

In examining the character and record of this board, we find a body of men identified prominently with public movements both in their own sections and throughout the State. Each one is a man of affairs, distinguished in his vocation and bringing to his office experience of practical benefit in the deliberations claiming his attention. As a body they have the advantage of a history reaching back 115 years, and characterized by continual development and progress. Within the last ten years their efforts for the welfare of the schools and the safeguarding of professional interests have attracted the attention of educators the world over, and many of the ideas and methods originating in the University of the State of New York have been copied by other States in whole or in part.

In a recent rigid investigation of the financial record of the University, not only was nothing found to be censured, but the committee devoted a portion of its report to praise of the economy of the administration. Moreover, appointments in the regents office are made strictly on civil service rules, party influence having no weight either in selecting or in retaining members of the staff. This insures a high grade of service, and as positions are

held as long as the work is satisfactory, there is every inducement to faithful fulfilment of the duties assigned.

A study also of the elaborate examination, inspection, travelling libraries and other systems shows unusual comprehension of the great importance of co-operation in every part of the work. Detail is reduced to the minimum, and duplication of labor is avoided whenever possible, so that in providing for the multitudinous needs of the 1305 institutions of the university the ground is covered but once and with the least expenditure of effort.

The closer the study of the work of the regents, the more strongly must one be impressed with the dignity of the organization, the wisdom of their deliberations, and the ability of their administration. With such a body already serving the State in this very field, prudence and common sense point unquestioningly toward making them the custodians of our entire system of education.

New York State is progressive and energetic. It is surely a question of time alone when this desirable change will be brought about; when by unification under a body of able, disinterested, devoted men, constituting a traditionally non-partisan board, we shall see our educational system administered with greater economy, with unity and harmony in all it parts, from the public kindergarten of our cities to the greatest university in the land, and on a plane as far above party politics as are our great scholars above "ward-heelers." Then even more than now may New York claim an educational system excelled by none.

UNIFICATION

OF

THE SCHOOL SYSTEM

A PRIZE PAPER

—BY—

RICHARD EDWIN DAY, LITT.D.

Analysis

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Unification of the School System

Education had gained a vigorous start in some of the American colonies before the Revolution. But like other social institutions in America it lacked the impulse that comes from organization and direction. When the declaration of peace allowed Americans to turn their thoughts to mental cultivation, the citizens of New York State began to erect a system of education. A large ambition possessed them; they would build a university as wide as the commonwealth. Their purpose was somewhat vague, and the legislation in which it was embodied was the fruit of a compromise in which religion, secularism, aristocracy, and democracy were blended and balanced; yet by virtue of these facts the educational institutions of New York have attained their rich and varied character. Eleven years after establishing the University of the State of New York, the Fathers, with foreseeing wisdom, began to lay a foundation for popular education. At first they were satisfied to make temporary provision by limited appropriations and lottery donations for their great object; but in 1805 they instituted a permanent fund for the support of common schools.

DUAL EDUCATIONAL ORGANIZATIONS

For nearly a century two official organizations, one devoted to advanced and one to elementary learning, have developed side by side in this State, but not always harmoniously or equally. The relations of the two departments, occupying the same geographical field, each with extensive responsibilities, could not be free at all times from antagonism; nor could their provinces be kept entirely distinct. The history of legislation and constitutional conventions in this State for a third of a century testifies to the conflicts within the dual system and to the desires of educators and statesmen to effect a consolidation. An instance was

afforded in the constitutional convention of 1867–8. The committee on education reported an article one section of which contemplated the creation of a board of seven persons to have "general supervision of all the institutions of learning in this State." The section was eviscerated by the adoption of an amendment offered by Judge Comstock, restricting the supervision of the proposed board to the common schools; and on final vote it was rejected. George William Curtis vainly advocated in the convention the creation of a board of education to have "general supervision of the common schools, and such care of all other institutions of learning which receive aid from the State, or which now are or hereafter may be subject to State visitations, as the law may prescribe." Such was the fate of one attempt to unify the educational system by depriving the regents of their authority. In the legislature there were similar attempts. The session of 1870 and that of 1874 witnessed the introduction and the peaceful death of bills designed to abolish the board of regents. An effort at unification more moderate and more nearly successful was the Flagg bill of 1870, which proposed that a department of education, with a State superintendent, be established in place of the existing department of public instruction and the existing superintendent, and required that the regents annually report to the new superintendent. The regents' supervision was to be extended to the normal schools. This bill reached the governor, the last day of the session, but did not receive his signature. The legislature of 1874 saw the introduction of a measure more nearly consonant with the best public opinion, which passed the senate 21 votes to 4, but failed in the assembly at the termination of the session. The intention of this measure was to reorganize the board of regents, but vest them with the powers of the superintendent of public instruction, and empower them to appoint and remove that officer. The administrative and supervisory powers of the regents office were not to be impaired.

THE BEST BASIS OF UNIFICATION

If a review of this period exhibits a persistent tendency to unite the two departments, a longer retrospect impresses the historical student with the desirability of extending the authority of the University of the State of New York as a basis of unification.

The entire history of this institution attests its devotion to popular education and its fitness to administer so vast a charge as the public school system. A report of the regents issued Feb. 15, 1787, contains these words: "The erecting public schools for teaching reading, writing, and arithmetic is an object of very great importance, which ought not to be left to the discretion of private men, but be promoted by public authority. Of so much knowledge no citizen ought to be destitute, and yet it is a reflection as true as it is painful, that but too many of our youth are brought up in utter ignorance." The University gave an energetic impulse to the institution of a system of elementary education. The law of 1795, by which an appropriation was made for the encouragement of common schools, was due in no slight degree to the repeated exhortations of the regents. To the legislature of 1793 they addressed these words: "We cannot help suggesting to the legislature the numerous advantages which we conceive would accrue to the citizens in general from the institution of schools in various parts of the State, for the purpose of instructing our children in the lower branches of education; such as reading their native language with propriety, and so much of writing and arithmetic as to enable them, when they come forward in active life, to transact, with accuracy and dispatch, the business arising from their daily intercourse with each other. The mode of accomplishing this desirable object we respectfully submit to the wisdom of the legislature. The attention which the legislature has evinced to promote literature by the liberal provision heretofore made, encourages, with all deference, to suggest the propriety of rendering it permanent by setting apart for that salutary purpose some of the unappropriated lands." The following year the appeal was urgently renewed; and again the year after, with satisfactory results. The attitude of the regents toward elementary instruction has been consistently helpful, while their direct influence on public schools by means of examinations has been steady and potent. Within a few years their service in the cause of popular education has given birth to such beneficent activities as university extension and assistance to home reading. At the same time the facilities of the State library, under the care of the University, have been applied with increas-

ing liberality and inventiveness to the promotion of popular intelligence.

RECORD OF THE ADMINISTRATION OF THE REGENTS

In the field which has been the particular province of the regents office, its influence has been conspicuously fruitful. Under its direction high schools, academies, and professional schools have multiplied and flourished. The colleges which it has chartered are in many cases eminent, and in all cases respectable; the schools of secondary education are among the best; its training schools for the professions show the benefits of worthy standards jealously guarded; while the degrees it bestows as well as those whose bestowment it authorizes are everywhere honored. Private schools have found their rights secure under its guardianship; and religious schools have suffered no invasion of their privileges. Who can doubt that primary education in the Empire State would be benefited if the common schools could be reached by the administrative energy and uniform supervision by which secondary and professional education have profited ?

Any one who has observed the influence of party politics on departments of government, and deplored the perversion of public trusts to partisan advantage must perceive in the freedom of the regents from political dictation an eminent qualification for the management of the consolidated school interests of the State. Though elected by the political parties, these officers have found in the life tenure, in the gratuitous nature of their services, in their distrbution among the different professions, a sufficient defense against the persuasions of partisanship.

REGENTS IN TOUCH WITH THE PEOPLE

I cannot regard as worthy of prolonged examination the assertion, occasionally met, that the regents are too removed from the people to be suitable guardians of popular education. Who are the regents? They are men in the various professions, but a number are journalists. Whatever consideration has often suggested to the legislature the wisdom of electing an editor to the board of regents, the frequent choice of a newspaper man has promoted closeness of relations between the regents and the people. Of all professions journalism touches society at the

largest number of points, and journalists are most fitted by training and experience to give expression to popular ideas.

If the State were seeking to construct an ideal system to administer its educational interests, could it do better than to lodge the authority in a board of educated men, chosen by the people's representatives, drawn from all parties and denominations, as well as all professions, pledged by reputation and standing to a faithful discharge of duty, and shielded by the life tenure and the gratuitous character of their services against political influence and the pressure of class or section ?

STAND BY THE SYSTEM OF OUR FATHERS

The University of the State of New York was founded in the formative period of the nation, struck out by the same shaping genius that produced the federal constitution. That political instrument was not a " paper constitution ", for it embodied the political experience of English-speaking men. The act creating the University of the State of New York was not a paper scheme of education, for it drew its suggestion from the ancient universities of England, adapting the idea to American conditions. As the federal constitution has expanded and changed in obedience to events, so the educational system of New York has adjusted itself to circumstances, proving its flexibility and vitality. The possibilities of national growth under the federal constitution appear immeasurable. And it is difficult to assign limits to the development which the educational institutions of this State may attain under the system planned and established by the Fathers.

Memorandum

In the summer of this year some unnamed friends of educational progress offered two prizes of $100.00 each for the best articles by a man and a woman, respectively, upon the subject of the unification of the educational system of this State. The prizes were awarded for the accompanying papers.

The winner of the man's prize, Mr. Richard Edwin Day, is a scholar of fine culture and varied literary experience, and as a former teacher and writer upon educational topics is well acquainted with our educational system.

He was born April 27, 1852, in Oswego County, in this State; prepared for college at Falley Seminary, at Fulton; took his collegiate course at Syracuse University, graduating in 1877, and earned there his master's degree upon examination in the following year. That institution further honored him during the past summer with the degree of Doctor of Literature.

In 1879–1880, Mr. Day was assistant editor of the Northern Christian Advocate, and during the succeeding 18 years was an editorial writer and literary critic upon the staff of the Syracuse Standard. He now resides in Albany and is an examiner in the Regents' office.

The modesty of the writer of the woman's prize paper, Miss Sara Elizabeth Stewart, further than her admirable paper itself speaks, leaves us without other disclosed knowledge of her than that she has been a public school teacher in this State, and is now teaching in Washington, D. C.

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Richard Edwin Day, Litt.D. Mr. Day is somewhat generally known as a scholarly man of extended journalistic experience, having been for nearly twenty years an editorial writer and literary critic, chiefly upon the Syracuse Standard. He is a graduate of Syracuse University, from which he received in the present year his degree of Doctor of Literature.

In a memorandum accompanying their distribution to the public press of advance copies of the winning prize papers, which we print in this number of the Bulletin, the Committee say of Miss Stewart that her modesty has left them without further knowledge of her than that she has been a public school teacher in this State and is now teaching in Washington, D. C. We learn from another source that she is a graduate of Wellesley college, and certainly she confers honor upon her alma mater. Her admirable paper, which is the more comprehensive one, shows that she is thoroughly acquainted with the workings of the present school system of this State and is master of her subject.

She makes to stand out with great clearness the evils of our existing dual educational system, and all the logic of her reasoning, and indeed that of both prize papers, runs irresistibly to the conclusion that the highest welfare of our schools imperatively demands educational unification and that the same should be accomplished under the Regents of the University, whose traditional non-partisan character and other recognized qualities lead both writers to regard them as an almost ideal organization for the desired purpose.

We understand that the prize papers are to be issued in pamphlet form and that

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

THE ORGANIZATION AND ADMINISTRATION OF A SCHOOL

PROF. HIRAM HADLEY

No. 2

San Francisco:
Western Journal of Education
Print
1900

No. 3

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[From THE PUBLIC-SCHOOL JOURNAL for December, 1897.]

THE ORGANIZATION AND ADMINISTRATION OF A SCHOOL.

PROF. HIRAM HADLEY, UNIVERSITY OF NEW MEXICO, ALBUQUERQUE.

The efficiency of any administration depends largely upon the harmony in action of all its parts. Harmony, in turn, depends upon a clear and definite comprehension, by each factor, of his exact part in the organization. Is it not possible to discover in the school an inherent principle or two, which, if applied, will reduce to a minimum the difficulty of securing that harmony so essential to success? I make the attempt. In this discussion, the university, the college, and the system of graded schools, are more particularly in mind, but it is believed that the thoughts advanced are of quite general application.

The United States of America, a railroad company, and an incorporation for the manufacture of woolen goods, are business institutions. Equally as much so is a college or a university. These are all types of the great business world, and it requires but a moment's serious reflection to discover in their organization and management a similarity that suggests, at least, a uniform plan for the organization and management of all business institutions. The present form of the plan of management of each of these is the result of an evolution. Many decades of experience have gone before, and if we can find that some of these institutions have attained eminent suc-

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cess, may not schools—the least stably organized of any of them—wisely inquire into the methods of the most successful, with the purpose of adopting them?

The similarity spoken of may be indicated by a table representing the interested factors and their respective places in the business management, thus:

THE UNITED STATES.

1. The People, who delegate their legislative power to
2. Congress, which enacts laws for the
3. President of the United States to execute, and empower him to nominate to that body for confirmation or rejection, men to aid him in his work.
4. Members of his cabinet—heads of departments;
5. Subordinate assistants, clerks, etc.

A RAILROAD COMPANY.

1. The stockholders.
2. The board of directors—the legislative body;
3. The president of the railroad—the executive;
4. Heads of departments—the president's cabinet;
5. Subordinate officers and employees.

A COLLEGE OR UNIVERSITY.

1. The founders—a company, a church, or a state;
2. The board of trustees—no matter what the official title;
3. The president of the college;
4. Professors—heads of departments (the cabinet);
5. Instructors and other employees.

It requires no stretch of imagination to see that the factors entering into each are identical, although, in some cases, designated by different names, and if we can learn the rights, duties, and responsibilities of the several factors in one of the most successful of these institutions, we shall probably have learned what they ought to be in the others. Let us begin with the United States. It is fair to assume that during its

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more than one hundred years of existence it has established practices and principles of management as nearly perfect as any yet discovered. Fortunately for educators, these have been clearly stated by eminent and most respectable authority, and they are accessible to any one. Those statements pertinent to our present purpose may be found in *The Ladies' Home Journal* for the months of February and March, 1896, and they form a part of the articles by the Hon. Benjamin Harrison on "This Country of Ours." To these I refer.

In support of the proposition that "one executive and only one" is best for the United States, he briefly recounts the struggles that occurred in the convention which adopted this plan, and then he adds:

> "Experience has so fully justified the conclusion reached in the convention, that no change has ever been suggested. The incumbent has never satisfied every one, but the discontented have never sought relief by giving him a double. Executive direction should always be single. When anything is wrongly done, we must be able to put a hand on the man who did it. The sense of responsibility begets carefulness, and that sense is never so perfect as when, after full consultation, the officer must go alone into the chamber of decision. In all of the recent reform city charters this principle is made prominent—by giving the mayor the power to appoint the city boards and officers, and so make him responsible for the efficiency of the city government. Two presidents or three with equal powers would as surely bring disaster as three generals of equal rank over a single army. I do not doubt that this sense of single and personal responsibility to the people has strongly held our presidents to a good conscience and to a high discharge of their great duties."

When, through the growth of our nation, any department of executive work became so onerous and important as to demand it, congress established a

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bureau of that work, and empowered the president to nominate to that body for confirmation or rejection, a head of said department. Thus the cabinet grew up. But the different members of the cabinet are not coordinate with the president in executive work. Policy and reason will always tend to cause the president to sustain the judgments of the respective heads, but he dare not surrender his right to overrule them. Numerous examples are matters of history showing that such is the existing custom, and the wisdom of it is not questioned.

In the March number, this eminent authority discusses quite fully the relations that should and do exist between the president and his cabinet individually and as a deliberative body. He explains fully the appointing power as vested in the president, and exercised, in some instances, by the respective heads of departments. To this article I refer, but I make an extract or two which bear more directly upon the question under immediate consideration. He says:

"In all important matters the president is consulted by all the secretaries. Everything that is out of the routine receives his attention. In the departments, routine matters proceed without the knowledge or interference of the president; but if any matter of major importance arises, the secretary presents it for the consideration and advice of the president. Only matters of great and general importance affecting the general policy of the administration are discussed in cabinet meetings—according to my experience—and votes are of rare occurrence. Any secretary desiring to have an expression upon any question in his department presents it, and it is discussed; but usually questions are settled in a conference between the president and the head of the particular department. If there is that respect and confidence that should prevail between a president and his cabinet officers,

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this consultation is one on equal terms, and the conclusion is one that both support. There should be no question of making a 'mere clerk' of a cabinet officer; there is a yielding of views, now on one side, now on the other; but it must, of course, follow that when the president has views that he feels he cannot yield, those views must prevail, for the responsibility is his, both in a constitutional and a popular sense. The cabinet officer is a valued adviser, and it does not often happen that his views and those of the president cannot be reconciled."

The secretaries being responsible to the president for the successful management of their respective bureaus, enjoy, in a large degree, the reasonable courtesy of either appointing their subordinates or of nominating them to the president for appointment.

The chief duty of the president is to "take care that the laws be faithfully executed." But this is not the limitation of his duties. He is expected to be in touch with every interest of the nation. Annually he sends to congress a message, the nature of which is too well known to require more than mention here. As occasion requires, he sends special messages to congress. Usually these contain both information and recommendations in regard to matters which he deems of importance to the great nation over which he presides. But, along this line, when he has informed and recommended, his duty has been performed, and his right has been extinguished. Near the close of the last administration certain financial legislation was having the attention of congress, and the executive was accused of trying to influence that legislation. Judging from the public press, the popular sentiment of the nation instinctively resented this apparent interference.

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So far as is important to the discussion of the real question under consideration, the features of the United States government most nearly analogous to the government of a college have been presented. If we turn to a study of the management of a railroad, we shall find that the rights, duties, and responsibilities of the several factors concerned in its management do not differ materially from those of the corresponding ones in government of the United States. If we were to leave the subject here, by inference and analogy any doubtful point in school organization and administration could be settled properly, within very narrow limits. But I present another point or two.

To what extent does the management of the older and more firmly established educational institutions conform to the general plans adopted by other business institutions?

Their boards of trustees are the legislative bodies, and it is conceded that they have supreme power in the management. They correspond to congress. They delegate to a president whom they select the executive work, and, in many instances, making due allowance for difference in their respective spheres of action, they invest him with dignity and power equivalent to that enjoyed by the President of the United States. What power have they conferred upon him, or rather acknowledged as belonging to his office? This question is partly answered by President Thwing, of Western Reserve University, in an article to be found in *The Educational Review* for the month of June, 1896. Whilst it deals chiefly with the manner of selecting professors and other instructors—a question of vital importance in the successful administration of a school

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same should be accomplished under the Regents of the University, whose traditional non-partisan character and other recognized qualities lead both writers to regard them as an almost ideal organization for the desired purpose.

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—it also throws much light on the relations actually existing between the board of trustees and the president of the college. President Thwing has given, in most cases, verbatim replies received from a number of typical colleges and universities, and I quote essential portions of some of these replies:

Yale College.—"In the matter of the appointment of professors our custom is, that the faculty of the department (scientific, theological, etc.,) in which the new professor is to act, nominate him to the corporation and the corporation appoint him. They may, of course, decline to appoint him. The nomination is in the hands of the faculty, the election in the hands of the corporation. In most of our New England colleges the whole power of nomination is in the hands of the president."

Williams College.—The president writes: "When we are selecting a new member of our faculty, I consult with men interested in the same department and mention a name and act with their approbation."

Dartmouth College.—"In securing a new member of the faculty, the president advises with the department concerned and then puts the matter before the committee on instruction of the board of trustees. The trustees vote upon the recommendation of this committee."

Brown University.—"The president nominates the candidate or suggests several; then the advisory and the executive committee discuss the merits of the candidates and recommend to the corporation. This is equivalent to an election."

Columbia College.—"Ordinarily the president takes the initiative in securing a new member of any of our faculties. The president confers freely with those more directly interested in the appointment to be made. He seeks a personal interview, if possible, as he is reluctant to have any man appointed to any position in connection with the university whom he has not looked in the face."

Johns Hopkins University.—"Appointments to the faculty are made by the trustees, who are largely influenced by the recommendations of the president, and he is influenced, in

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turn, by the wishes and recommendations of those in the faculty who are most capable of advising him."

University of Pennsylvania.—"The selection is entirely in the hands of the trustees who act upon the recommendation of the proper committee. This committee gives great weight to any recommendations received from the faculty."

University of Chicago.—"The professor in the department and the President take the matter in hand. When they have agreed upon a candidate, the nomination is made by the president to the board of trustees. A by-law of the board of trustees provides that all nominations shall be made by the president.

University of Wisconsin.—"Members of the faculty are appointed by the board of regents on the recommendation of the president. Public opinion in this place would encourage no other method."

University of Kansas.—"Whenever a vacancy occurs the chancellor and the head of the department in which the vacancy occurs select a person fit to fill it."

University of Nebraska.—A committee consisting of the chancellor and the deans of the colleges determines who shall be recommended to the board. The board of regents acts after this, but does not necessarily confirm the nomination, but, practically the board elects the nominee of the committee."

Numerous similar examples are given. They all show quite clearly that a nearly uniform principle controls—that the recommendation of the president of the college is always expected before an applicant for position is formally elected. Practically, the president nominates and the board confirms or rejects. But the power of the board to elect independently of the nomination is not surrendered. Possibly this condition, inasmuch as it is not in exact harmony with higher precedents, needs revision. As custom practically settles the question of method in selecting professors very nearly in harmony with the principle apparently estab-

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lished by this discussion, let us investigate another point.

What are the official relations that usually obtain between the board of regents and the president of the college? Do these relations conform to those that exist between the President of the United States and congress? If they do not, ought they to do so?

In Minnesota the board of regents elects a president of the university who becomes a member of the board "with the same rights, powers, and privileges that any other member possesses." See catalogue '96-'97, pp. 7-8.

In Kansas the "board of regents is invested with the power to elect a chancellor, who shall be the chief officer of the university, and president of the board of regents with the full power of a regent." See catalogue.

In the University of Tennessee, "The president of the university is also president of the board of trustees." See catalogue '96-'97, p. 8.

Clark University, Worcester, Mass. The following is a summary of more extended by-laws. See catalogue '96, p. 11.

"The president of the university shall consult frequently with the trustees on all matters which concern the welfare of the university, and attend the meetings of the board. He shall confer with each instructor concerning the development of his department, determine the duties and authority of each, and preside at the meetings of the faculty. He shall be the authorized medium of communication between the board of trustees and the officers of instruction, individually and collectively, in all matters involving the administration of the university. The enactments of the board concerning instructors and their work, and all requests, complaints, and propos-

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als from the faculty to the trustees shall be made known through him. He shall exercise or provide such superintendence over buildings, apparatus, books, and other property as will secure their protection and appropriate use. Expenditures must not be ordered by any instructor of the university without his previous consent, or the express authority of the board."

In Leland Stanford Junior University, the trustees have the power and it is their duty to appoint "a president of the university, who shall not be one of their number, and to remove him at will." It is also their duty to give him the following powers:

"To prescribe the duties of the professors and teachers; to remove professors and teachers at will; to prescribe and enforce the course of study, and the mode and manner of teaching; such other powers as will enable him to control the educational part of the university to such an extent that he may *justly* be held responsible for the course of study therein, and for the good conduct and capacity of the professors and teachers."

The instances cited show considerable difference in existing practice. The tendency, however, is to acknowledge by boards the inherent right of the president, and in so doing an extreme is reached whenever the president is made a member of the board with the full power of any other member. This is a case of the executive invading the prerogative of the legislative, and, at the risk of receiving severe criticism, I submit that it is of very doubtful wisdom. Much might be said in support of this view, but I am so thoroughly convinced of the soundness of the analogies presented in this paper that I am willing to submit them to the closest scrutiny of thoughtful, conservative educators.

The other extreme is found wherever the legislative assumes to both legislate and execute, or when the

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A president is a president everywhere, whether it be of the United States or of a base-ball club, and his duties as President of the United States have been clearly stated by Ex-President Harrison. The president's cabinet and the faculty of a college grew up similarily and for exactly the same reason—because the president could not do all the work himself. A faculty meeting and a cabinet meeting are for precisely analogous purposes, and the eminent authority quoted has given, in his exposition of the relations existing between the president and the heads of the departments, a beautiful picture of what these should be between the president of a college and the different professors, and his description of a cabinet meeting would answer well for that of a model faculty meeting. In the United States government any interference between the executive and the legislative department is jealously guarded, and I am of the opinion that it should be watched no less carefully in the management of a college. All this does not in the least restrain the fullest and most intimate conferences between and among the several factors of administration. Rather, it tends to foster this essential relation. But it makes responsible heads, and it accompanies responsibility by power.

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CALIFORNIA'S DUTY TO HER EDUCATIONAL FUTURE

The Annual Address of the President of the California Teachers' Association Delivered in Sacramento Tuesday, December 10, 1909

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CALIFORNIA'S DUTY TO HER EDUCATIONAL FUTURE

By FREDERIC L. BURK

The thirty-third annual session of the California Teachers' Association is held at the close of a century of marked educational activity. The latter quarter of this century has been what our evolutionary brethern would term a period of rapid transition. We feel under our feet a shifting of educational foundations. The forces of science and induction, and of social readjustment, which have been racking all forms of civilization are also shaking our educational bases, and many are they who believe that the new century will usher in a new educational dispensation—an education which will strike its roots into the fresh young sciences and industries and send up its branches into *all* the ramifying departments of modern civilization; that the education of the twentieth century, in theory, will be a chapter in biology as that of the eighteenth century was a foot note to metaphysical mysticism; and that in practical aim it shall be as broad as the world's fields of activity in industry, commerce, art and philosophy. The indigenous home of metaphysics was in the far East. Western thought is scientific and deals with practical affairs and it knows no metaphysics except as an imported article.

Can we be too foolishly optimistic of the educational destiny of California—that land of farthest West whither, according to the sagas of old, the course of Empire, after its centuries of wanderings from the Valley of the Indus, shall build its permanent city, its long pilgrimage ended. California has completed its first half century of its magic development. She sprang into existence Minerva-like, and at first glance, the world saw in her simply a queen of mineral wealth. Twenty-five years later her central valleys were yellow with the golden bread-stuffs, and the ships of the nations lay in her harbors. Another decade found her lowland valleys bearing the bending burdens of tree and vine. A land of the most diversified natural wealth is in its early stage of development. No land intrinsically so needs a richly diversified education for her sons and daughters, no land can so richly provide this, and none can so profitably make practical use of its results. Moreover, there are in California organic and inorganic forces, problems, and far-reaching inspirations for the scholar and scientist. In her landscapes and atmospheric tints are the ever moving suggestions which make for art, culture, civilization and religion. Hither have flocked from all quarters of the globe a

varied population, bringing with them their energies, their ambitions, their social impulses, their culture and their education. Already she has produced her Le Conte in science. In art California's painters have won fame, and our native sculptor, Douglas Tilden, is entering upon a brilliant career. The names of her adopted sons, Joaquin Miller and Bret Harte, have long been upon the world's literary scroll, and our hearts have beaten the quicker, during this closing year of this half century, as we have seen the homage paid our native poet and schoolmaster of the Pacific, Mr. Edwin Markham, a member of this organization, and whose inspiring mate was for years our active secretary.

It is scarcely ten years ago that a pioneer, coming as a gold seeker and remaining to see California's wealth-producing areas creep down from the high Sierras, forward over her central valleys and still westward over the orchards and vine groves to the harbors where the ships of the orient are establishing their commercial trade lines, dedicated his acquired millions to the educational future of California. Was Leland Stanford a seer? He had seen her developing mining, agricultural, industrial and commercial resources pass in review before him. Did the spirit of the land of his adoption whisper to him the secret of her culminating destiny, that he should have passed these by, great as they are, and should have chosen California's education whereon to engrave his enduring memory? A new guarantee of this educational destiny is just breaking upon our realization, and Providence has not permitted the sun of the nineteenth century to set, without giving a rosy hint of the future which lies before us when the light of the twentieth century shall burst upon us. In this past year we have seen the world's competition of architects to provide for California the most colossal and palatial home of learning of which civilization has yet dreamed.

There are yet other signs in other educational directions which bid fair to have a phenomenal development. I refer particularly to such plans as must have been in the minds of Lick and Wilmerding when they endowed the technical trade schools of San Francisco. There is a huge work for schools of this class in California and their hour is yet to come.

The State has most generously met every educational demand made upon it with lavish liberality, proud of her boast that she provides education for her sons and daughters, without fee or price, from entrance at the primary schools to exit from the university. Her sense of educational duty is deeply grounded and stern.

In the prospect of this future, in the face of the fact that the hammers are already building, what is the eternal school spirit in doing to meet the demands which externally are being made upon it? What is the present professional duty of the school people of the State towards California's educational future? Are the cur-

rent systems of education in thoroness and scope all the State may justly demand? Are we, the teachers, in professional equipment all that the State may legitimately require? Is our horizon of education as broad and complete as the resources of the State make necessary? Do our mechanisms meet requirements or are they in the ditches of tradition? Have we the means of sound and safe legislation whereby needed changes and progress may be accomplished with honest and wise deliberation and clear foresight to distant goals?

It would be remarkable, indeed, could all or any of these questions be answered affirmatively. In a State which has grown with almost mushroom rapidity it would be singular if we should find the educational garments of our State up-to-date and without lingering remnants of their swaddling period.

It is my purpose briefly to point out conditions in our school system which need attention, not in the spirit of pessimistic fault but in the conviction that the first duty in the expansion of California's educational opportunities is repeatedly to draw public attention to the broken cogs, rusty bolts, and out-of-date machinery.

In the first place let us turn our attention to the elementary schools. From whatever angle we may regard the matter, we must recognize the necessity of a sound foundation in an adequate and competent system of elementary schools. Some pupils go no further and therefore they need the best. The higher schools need well developed pupils from these elementary schools. The most important element in the elementary school is the teacher. During the past ten years, the spread and improvement in efficiency in high schools justifies the requirements on the part of the State that the teachers in its elementary schools shall possess, as a reasonable minimum, the scholastic attainments of a high school graduate. The growth of normal schools has placed within the reasonable reach of every one some opportunity also, for training and knowledge technical to teaching. Yet in essential features the requirements for the certification of teachers is the same to-day that it was twenty years ago. A certificate is obtainable to-day, as then, by passing an examination upon the elementary facts of the subjects taught, without any evidence of that culture which goes with training in an efficient secondary school, nor any training in the technical matters pertaining to pedagogy. The State has now a right to require more than this, and must do so if the educational system of the twentieth century is to keep in sight of legitimate ideals, or to meet the demands made upon it.

It is no longer necessary nor desirable that the normal school should admit students who have not completed the course of a high school. Twenty years ago it was perhaps pardonable that the normal schools should receive pupils from the stage of grammar school graduation, for there were then few high schools and these were located only in the larger cities. But this was a tempo-

rary makeshift, for the high schools now are easily capable of supplying the normal schools with pupils. Under present conditions, owing to the persistent survival of this makeshift, two years of our normal school course of four years is devoted to academic work attempting to parallel the high school courses. This makeshift is now leading to an unnecessary and dangerous weakness in the scholarship of the teachers who gain their certificates by the route of the four years normal school course. The high schools have reached a recognized degree of efficiency thru the marked scholarship of their teachers and their thoro equipment of laboratories and libraries. The two years given in the normal schools to the work which in the high schools requires three and four years necessarily means that the normal school courses of instruction in the essential foundations of an education,—language, literary culture, history, science and mathematics,—must be measurably inferior. The condition which permits the degree of scholarship of our teachers to be considerably inferior to that possessed by persons who enter the other vocations of life from our high schools, is one which the demands now being made upon our school system and easy opportunity of securing this preparation can not longer tolerate. A degree of scholarship, in general intelligence, language, power, culture, science, history and mathematics equivalent to that possessed by high school graduates, clearly must be the minimum permitted in an applicant for admission to our normal schools.

But in addition to the possession of teachers of scholarly and professional training, our elementary schools must have competent pedagogic supervision. To maintain good schools, expert pedagogic judgment in the selection of teachers is essential. We need expert direction and leadership in conducting the work of the teachers, and above all to assign individuals to duties to which they will be most pedagogically suitable. In the complete sense of the term, we as yet have practically no supervision whatever, of the elementary schools of California. We have many capable city superintendents but they are not, with two or three exceptions, delegated with sufficient power to exercise their true functions. In the rural schools, which most need supervision, there is no supervision whatever worthy of the name. The county superintendent under the law is essentially a clerk. He has no legal voice in the selection of teachers and the number of his visits to schools are far too few to be of sufficient service. There are no provisions which require anything of the candidate for the office of county superintendent in the way of evidence of scholarly fitness, pedagogic training, or qualifications as an educational expert. The office is filled by popular vote, or in other words, political fitness is the first essential and it is only a singular and fortuitous accident when the politically fit is also the professionally fit. These are remnant rags of California's swaddling clothes and present advanced conditions justify prompt reform. The only

supervisors recognized by our law are the members of the Board of Education and Board of Trustees. Now, whatever is done in the way of change, history in this State as well as in others, makes it mandatory that nothing shall interfere with the business authority of local boards. The authority of local boards has justly become recognized as the safeguard of the public school. But there is a place for supervision, nevertheless, under certain limitations. The chief weakness of the local boards can be almost exclusively traced to their incompetency to handle the professional side of supervision. Trustees are business men, but as such they are manifestly incompetent to fulfill duties which require pedagogic insight into the technical side of education and they simply play the part of the bull in the china shop in determining the pedagogic qualifications of teachers, in assignment and classification, in the arrangement of courses of study. In placing the school upon a professional basis and encouraging the activity of teachers' professional ambition, the authority of the school trustee has, as a rule, exerted a paralyzing influence for evil, quenching, as it has, the professional zeal of teachers and encouraging unprofessional methods of advancement. In short, we need a new law which shall preserve for the local boards every authority which does not deal with the professional and technical side of education, but distinctly giving these problems to an officer of supervision who in turn must present credentials of some kind which shall guarantee a high degree of competency in scholarship, broad pedagogic insight with the educational problems of the day and practical methods for their solution.

We have a proof of the value of supervision, within certain limitations, which will be later pointed out, in the marvelous development in scholarly efficiency and in the growth in number, of the high schools of the State during the past fifteen years, under the accrediting supervision of the State University. Before that time, the high schools were a mere handfull in number, their efficiency as a rule poor, and their corps of teachers often lacking in requisite scholarship. The tone of these schools suffered from diseases comparable to those now found in our elementary schools without supervision. The various departments of the University took up the matter, in necessary self-defense, in order to secure a class of students better prepared to undertake college work. The work of improvement necessarily was within the narrow lines leading to the university entrance requirements. But the results, within the scope of this purpose, have been electrical and have demonstrated beyond question the important value of supervision. There are now over one hundred high schools in the State scattered in such proportion that nearly every hamlet is within reach of these advantages. The character of the teachers, in point of scholarship, has been immeasurably lifted. In thoroness and efficiency of the work performed, I think it may safely be stated that

the average high school graduate of to-day has had the advantage of courses in science, history and literature at least, which are the equal, if not the superior, to the courses offered in the university college of letters twenty years ago. Supervision has accomplished this improvement. But as stated,, this progress has been within narrow lines, it has only affected courses leading to college entrance requirements, and on the other hand, it has prevented the introduction into the high schools of courses of training not at present leading to the university. Our high schools are merely university preparatory schools, but as such they are admirable. The university professors as specialists in subjects, not in general pedagogy, have exerted valuable academic influence within the limits of their subjects, but naturally they have overlooked those pedagogic considerations which make for the broad development of the whole man, who is frequently bigger than the college measures. We need, therefore, now to take a new step and place our secondary schools upon a pedagogic basis. The curricula of our secondary schools must be determined from the standpoint of the psychological tendencies of the adolescent, and from the standpoint of the intellectual, industrial, commercial, social and political needs of the world which the graduate shall enter. The present college entrance requirements manifestly are narrow and more or less the artificial production of pedantic tradition. Secondly, while the university accrediting system has done a noble work in the pioneer stage of high school development, the work has now grown too large longer to be adequately handled in this manner. We need a system of State supervision, in which the university as a whole and not its individual departments shall have a modifying but not a controlling, influence. The supervision of high schools is a judicial function and must be kept free from personal or corporate ends, such as the selling of text books prepared by university professors, locating university graduates in positions, compelling courses of study to meet demands of university courses, pushing or suppressing alternative but reputable methods of teaching, making high schools mere "feeders" to the universities. Practical history has shown the university accrediting system has visibly gravitated toward many of these evils.

In still another feature, the effect of rapid growth of the educational idea in California shows its marks. I refer to the management of State institutions—the normal schools, the institutions for the deaf, the dumb, the blind, the feeble-minded and the reform schools. All of these departments are highly specialized in their purpose, requiring for their efficient management, the direction of specialists in these various fields. A reform school which is not directed by men who are not only intelligent and honest but who are not specialists in the field of criminology and familiar with all that is now being done in the best schools of the world for this class of young unfortunates, becomes a curse to the

State. The same is true no less of all these special State institutions. And as a matter of fact we all know that either at present or at some time in the past nearly every one of these State institutions suffers or has suffered from diseases of political management. Some vigorous legislation is needed to rescue them. Such legislation must be in the line of educational supervision directed by some organization protected from political interference.

The Constitutional Convention of 1879. which framed the present State Constitution, was composed of elements strongly prejudiced against secondary education, and, as a compromise with these elements, the present Constitution gave sanction to liberal support for the elementary schools and for the State University, but specifically and illogically prohibited the use of any State funds for the secondary schools which lie between the elementary schools and the university. However, so far as schools directly preparatory to the university have been concerned—those which the Constitution specially sought to disable—these have grown vigorously in spite of the Constitution. This anomaly has been due to the fact that the local communities have wanted them so intensely that the people have burdened themselves with a local tax to establish and maintain them. Clearly, history has shown that the spirit of the constitutional convention did not reflect the wishes of the people of the State. The Constitution should, therefore, be amended to permit the use of State funds for elementary and secondary schools without distinction. Superintendent J. W. McClymonds well expressed the real situation recently by pointing out that high school education is not a local nor an individual matter, but a matter of preparation for citizenship in the interest of the State. The parent in San Francisco is vitally interested not only in his own son's education but as deeply in the education of somebody else's son, living in Siskiyou County, for the Siskiyou child will be the citizen of the future making laws for the San Franciscan, and it is to the interest of every citizen that every other citizen should be educated, honestly and intelligently to perform the duties of citizenship. and become a producer of intellectual, industrial or commercial capital; otherwise the State must support him.

This brings us to another consideration. The real victims of the disabling clause of the Constitution have been, not the university perparatorv schools, but those schools of broader and more practical range--the manual training, trade and technical schools. This class of schools has sprung up and shown marked vitality in other states during the past ten years California is visibly a laggard in this field. Given one half the encouragement which the present high schools, serving the narrower lines of college preparation, have enjoyed, and permitted to enlarge their scope and horizon, we may safely guarantee that in ten years they will usurp the place of the present high schools, or rather, we may say,

the present high school course will be so modified as to guarantee to every graduate not only preparation for college, but also the acquirement of a practical manual trade, and a preparation for the duties of citizenship. Such schools as the Lick School demonstrate the feasibility of this plan. Such schools should be in the reach of every community of the State, and they may be placed there and maintained at no greater cost than the present high schools require. Those acquainted with the trend of revolution now progressing within the universities are aware that before this change in secondary education is accomplished, the universities will cheerfully and readily recognize the work which such schools will offer as adequate preparation for university admission.

This step should be accompanied by a second, making the division between the elementary and secondary schools at the end of the sixth school year, thus providing for a six-year elementary course followed by a six-year secondary course. This change is justifiable both upon psychological and practical grounds and is one which is rapidly coming into universal favor. The secondary school would, therefore, commence with the thirteenth year of life, the beginning of adolescence when, psychologically, there should be radical changes in the matter and method of instruction. Pupils could then profitably be given training in the manual trades along with scholastic study, thus permitting an enrichment of the elementary schools, and at the same time that extension backward of much of the work in science, literature and history now packed too closely into the high school period. Such an important reorganization needs the wise deliberation of a competent educational organization.

And what is the instrument by which these modifications and reforms of existing conditions may be obtained? Legislation?

Legislation is certainly an essential instrument. But a moment's reflection assures us that in no particular do the educational interests so grievously need reform as in the manner of securing educational legislation. There has been a saying which has at least passed for truth, that the California legislatures, no matter how iniquitous they may have been upon general principles, nevertheless have ever been ready to pass any laws which they could be convinced were for the best interest of the schools. Certainly, the legislatures have been more than liberal in providing for the school funds. The errors of school legislation are due chiefly to absence of a system which calls for the well-digested counsel of the honest and wisest educational forces. The legislators themselves have necessarily not been competent to collate and digest the facts necessary to provide wise school legislation. On the other hand there has been no systematic effort to obtain well-digested counsel from competent, reliable, and disinterested school men. As a result then, each legislature is flooded by a flotsam of bills, some bad thru design to raid the treasury in the

interest of some individual or some local constituency, some bad thru ignorance, and few, if any, the product of a wise and carefully digested policy of development. Time and again laborious attempts have been made by State Superintendents, by the Convention of Superintendents, and by the Council of Education in this organization, to mature some sound legislation, but that which appears upon the statute books is generally such a caricature of months of the result of earnest labor, that no educational person nor organization would care to claim parenthood.

What is here needed is the existence of some competent and dignified body, protected by authority of law, to which should be referred, for careful preparation, all school legislation and the just appo·tionment of funds required for the support of each department or institution of the public school system. The actual grant of moneys of course should remain ever in the hands of the legislature, but the technical form of educational legislation should first obtain the sanction of this body.

I have attempted to present the conviction, by concrete examples, that California, in the present juncture, is in urgent need of some calm, honest, well digested reorganization of its school system looking toward a large and important educational future; the past haphazard, unsystematic growth by fits and starts needs now to be supplanted by development upon definite plan and directed wisely and economically with a sense of due proportion and relative value of the vast and varied interests at stake. The solution of this problem is a task which needs the combined wisdom, honesty and deliberation of our wisest educational forces in the State. But the time is ripe for doing something and I believe that it is fitting and appropriate that this Association should now take some active step in the matter. We may start, I believe, from the generally accepted principle that the Legislature will pass any educational measure upon which the educators of the State in representative body express unanimity. We need a commission, which shall be representative of the best educational views; which shall also contain a representation of lay educators of the State of such standing and dignity in the community as will command the respect and attention of the Legislature. Such a commission should consider the problem of the reorganization of the school of the State and be prepared to recommend to the next legislature, either a definite budget of school legislation or at least secure the appointment, by authority of the legislature, of such a commission, to report at its following session. The limitation of the action of this body, however, is a matter which may wisely be left to its deliberation. To this end, in conclusion, I recommend that this association request the Superintendent of Public Institution, the President of the State University and the President of Stanford University to appoint a commission of which they shall be members and of such size as they may determine; and that this

commission shall consider by whatever plan it may deem wise, the reorganization of the school laws to meet modern conditions and to prepare the way for future progress.

PERSONAL AND POLITICAL INTERFERENCE WITH THE ADMINISTRATION OF EDUCATIONAL INSTITUTIONS AND AFFAIRS

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THE PROBLEM STATED

DAVID STARR JORDAN.

The conspicuous failure of democracy in the United States has been in its inability to conduct local business on business principles. In the government of Great Britian just the reverse has been true. In the management of local and municipal matters the people of England have been most signally successful. It is in this part of the British government that government by the people and for the people has had fullest play. Without going into details as to the failure of county and city government in America, we may accept a classification of the causes of such failure as lately given by Dr. Walter F. Willcox of Cornell.

"There are," says Dr. Willcox, "three fundamental evils in the government of our cities. The first is economic and consists in the waste of public funds. The second is political in the true sense and consists in the inadequacy of municipal service. The third is moral and consists in the corruption of civic authority for the furtherance of individual ends. The chief importance of this third evil is that it throws politics into disrepute and degrades civic ideals, thus rendering co-operation for the attainment of truly political ends well-nigh impossible."

To this analysis of sources of evil, which exist in all countries and under all forms of government, we may add three others, which are more or less peculiar to America and scarcely less baneful in their influence. These are, the influence of private control of public functions, the federal organization of the city, and the lack of serious interest on the part of our people. As to the first of these, the use of public franchises by individuals and corporations and their corrupt control of the officers of city and State is already the basis of a vast amount of discussion. Its natural remedy is the public performance of public functions, a system which has also its dangers and difficulties, which it is not my purpose now to discuss.

In the next place we have been misled by false analogies in forming our municipal charters. We treat our cities as if each were a confederation of wards and precincts in the same way that the United States is a confederation of self-ruling commonwealth. This is not true in fact and it therefore works badly in practice. The city is not a confederation of wards. It is an association of men and it is citizens and not wards which should be represented in its councils. The principle of proportional representation is therefore essential to its government by the people. Let the citizen choose as their representatives those men which represent them best regardless of all questions of what street they live on or in what quarter they do their business. The municipality exists for the mutual benefit and the mutual protection of its individual

citizens. It is not a creation of the separate wards and precincts into which, for purposes of voting, its surface may be divided. To the persistence of the ward system, to the use of the machinery of the federal United States where federation does not exist, the failure of our city charters is in great part due.

A sixth source of inefficiency in local government lies in the fact that we have never yet taken it seriously. As a people we have a fine sense of humor and it is exercised impartially in all directions. A piece of gross corruption or inefficiency serves as the point of a joke. It ends with a newspaper cartoon. And as a cartoon may be as unjust as any other form of criticism, it fails to be taken in evidence by the people. An administrative blunder or crime has no adequate punishment. We never know the real facts in the case and in the hopelessly good nature of the American people, whether it has taken place or not, it is equally and speedily forgiven. From this lack of seriousness as to local matters which we can control, coupled with our universal interest in national affairs on which even a whole State exerts but a trifling influence, arises the subordination of local issues to those which divide our two great political parties. This subordination of local to national affairs is a great source of weakness and corruption. The plea that men must be chosen at home for the sake of the party at large is heard at every election and it is always false and degrading. It is said that the only "straight ticket" a good citizen has the right to vote is the "one with the crooked names scratched off from it." If this rule were followed by all who think themselves good citizens, the record of city government would be very different from what it is now.

But my purpose to-day is not to consider the general failure of city administration but its particular failure in the matter of public schools. Thus far most of our cities have failed to give the people the school system which they pay for, which they deserve, and which is essential to the best development of their children.

This failure falls under the second of Dr. Willcox's classes: "The inadequacy of municipal services." But the cause of the failure lies mostly with the third class of evils: "The corruption of civic authority for the furtherance of individual ends." In other words, the school service in most of our cities is very bad and it is bad because the schools are tampered with and used as tools to enrich or advance those persons who have them in charge. This is what is meant by the common phrase: "Our schools are poor because they are in politics."

The necessity of schools is unquestioned and our people from the first have met this need by co-operative action. This results in free public schools, open to all, and under the domination of no religious sect and no political party. With some minor differences of opinion, our people are all practically agreed on this. Our schools, from the kindergarten to the university, must be free,

public and uncontrolled by sect or party. On no other principle of government is there such perfect harmony. Because we make our schools public and free their administration becomes an affair of government. Our government is always just as good as the people demand and never any better. It must be the same with our schools. When general politics are corrupt good public schools are impossible.

Three elements are necessary in the administration of public schools. First, the presence of a board of control, representing the people; attending to the finances of the school and giving to the promotion of its interests a degree of time and attention which the body of the people could not give. This we call the Board of Trustees. Second, an educational expert who shall know schools on the one hand, and teachers on the other, who shall know educational aims and ideals, their relative place and value and the means by which they may be carried out. Such ends cannot be served by the governing board because success demands that this work be a life study, a profession, and professional knowledge and training cannot be acquired by men engaged in matters outside the schools. Such an educational manager we term the Superintendent of Schools. The third element is that of trained and competent teachers. To know these teachers and how to secure them is of itself a life profession. Schools do not build themselves up without intelligence and effort and to bring good teachers together each in his proper place is the highest educational art.

While this art is frequently realized in our city schools, it is the exception rather than the rule. In most of our cities the schools are very inferior in character and influence to what they might or should be. They are often not as good as the private schools they have displaced and not as good proportionally as the ungraded district schools of the country. Such failure, wherever it occurs, is traceable to one cause, the presence of incompetent teachers, thru failure of the appointing power which is itself oppressed or superseded by the pressure of personal influence. In other words, what ails our schools is the meddling of outside interests. This begins with the School Board; its evils appear in the bad choice of teachers and it is the children, for whom alone the schools exist, who finally suffer.

The school board is supposed to be made up of men of wisdom, discretion and public spirit, who represent the interests of the people at large and to whom the management of the school can be safely trusted. It is the first duty of these men to associate with themselves an expert in education, a Superintendent of Schools, a man competent to choose, control and dismiss individual teachers, one who has executive ability, by which term is meant the power of working out a policy thru the agency of other men and women. When these relations are normal we always

have good schools. The bad schools exist where the School Board wantonly betrays the trust of the people or when its members are too ignorant to perform the functions assigned to them. Schools are bad only when they are in the hands of bad teachers, teachers ignorant, indifferent or corrupt. Bad teachers are chosen mainly by bad men, men who are ignorant, indifferent or corrupt. Such choice may happen under a good board which has made an unfortunate choice of a superintendent. But this does not often take place, nor will its consequences last very long, for a good board seldom repeats its mistakes. Sometimes bad appointments are made knowingly by a good superintendent, placed in a position where he thinks that he cannot help himself. But this condition again rarely lasts long, for the good superintendent forced to do wrong, either saves his honor by resigning or saves his position by ceasing to be good. We may classify the motives which lead school boards to choose incompetent teachers under three heads, party spoils, political perquisites, and personal spoils.

When a city election is carried it happens sometimes that teachers do active service for the party. Among those who have profited by these efforts may be the School Board itself, elected as partisans and chosen from the list of minor political heelers by our vicious ward system. The higher prizes are reserved for those who make politics a business, but to the teacher-politicians the party managers can offer places in the schools. The political bosses of one party or another order this and the School Board, their creatures, simply register their decrees. Coarse and undemocratic as this procedure is, there are many teachers in our State who strain every nerve to become its beneficiaries.

Political perquisites occur when the School Board or its leaders are strong enough to repay by their patronage those who have worked directly in their interest. Thus, a teacher who has worked successfullly for the election of a member of the board from his ward may reasonably look to being advanced to a principalship. In such case, by an agreement among themselves, the representative of the dominant party in each ward may take care of his own. They divide up the places among themselves and for each appointment made, some particular member, and not the whole board, is responsible. Usually there are are places enough to meet the needs of personal perquisites as well as those of party spoils. Which demand is attended to first depends upon the relative rank and greediness of the big bosses and little.

Both these forms of corruption are related to party fealty and hence have to some degree a public relation. They may not even prevent the choice of many teachers of real efficiency, because some members of the board are all the more conscientious because they do not share their individual responsibility.

The third class is that of personal spoils. It sometimes happens that members of school boards look upon their relation

to the schools as purely personal, rather than political. They have been chosen to this position to repay them for their own work for some candidate or party and this is the chance offered to get their money back. They are not in politics for their health, nor for glory nor for praise. They look only to what there is in it for them. Boards of this sort are constantly beset with financial scandals. Every purchase of school furniture, every adoption of school text-books involves a "rake-off" for somebody, and every rake-off gives a chance for a quarrel over the plunder and perhaps for an exposure. The percentage must be big enough to justify them in running the risks. Such a board can be depended on to do the worst the law will let them, taking their chances on impeachment or the penitentiary. But even of this they have no great fear, for their election or appointment indicates the presence of a "friend at court."

A board composed mainly of spoilsmen first organizes a mutual society or trust by which the spoilsmen stand for each other's interests, shutting out the others from all responsibility for action and all divisions of the spoils. Such a trust is known as the Solid Ten or a Solid Eight or a Big Four, or some other number, and this combination will take what it can get, permitting no nonsense. If the board elects the Superintendent, as it should under normal conditions, this official becomes a tool of this solid combination and meekly carries out the orders they may give him. If the Superintendent is chosen directly by the people, as in some cities, he finds himself in constant friction with his board. The board snubs him and ignores his plans and purposes, while for his part he may try to do the best he can in a condition where success is impossible. Still, some good men who believed that "A public office is a public trust," have served our cities well even under the most trying conditions. Usually the Solid Eight divide the minor places among their own number, giving each member so many places to fill as he sees fit. This action is of the same moral grade as the embezzlement of public funds, and its results are equally disastrous.

The statutes of the states require that each teacher should know a little something of various matters before receiving a license to teach. This minimum of knowledge and training must be met by every teacher who receives an appointment. Those teachers who stand at the bottom of the profession of teachers, the least exacting of all professions, struggle for this minimum, and once attaining it, regard an appointment as a favor, a piece of luck, and once on the pay roll have no further interest in professional advancement. The better class of teachers are in demand in better schools, where the laborer is worthy of his hire. They are not "hunting a job," nor are they ready to go out of their way to secure one. Hence the applicants with which mercenary boards have to deal belong mainly to the lowest class

of teachers, those without professional interest or child knowledge, without character or determination, persons wishing to get money with the least possible expenditure of effort. With such candidates individual members of boards have been known to do several things. Among these are (a) selling places outright, (b) putting in their own relatives, (c) trading them with other persons for personal favors, (d) paying debts of various sorts, sometimes those made most corruptly, (e) putting in their own dependents or those of others, (f) using them for purposes of charity.

The motive in each of these cases may be different. The effect on the schools is alike evil. The children, under the influence of spoilsmen and spoilswomen, each day receive a dose of poison, of political corruption. Competent, capable, self-respecting men and women will not take schools under any of these conditions. Good schools cannot be made on any other terms. Of all these conditions, the one which makes the teacher an object of charity is perhaps the most mischievous. A good school cannot be a hospital for its teachers.

The various forms of school corruption have a variety of evil results. These we may analyze as follows:

1. They injure the schools by making good work impossible.
2. They exclude good teachers.
3. They exclude those who strive to rise in the profession by honorable means.
4. They render places in the schools unstable. This evil has been remedied by a statute prohibiting removals except by a formal trial. This is an evil greater than instability, as it tends to perpetuate the evils of corruption. There are cities in which a statute against removal has led corrupt boards to enormously multiply the number of useless teachers by adding its own complement to those of its predecessors, thus greatly increasing the cost of the schools without good service. Where the spoils system obtains, rotation in office does no additional harm. Where good schools are desired the power of free removal is scarcely less important than the power of appointment. Competent superintendents will not abuse this power. Good managers do not make charges wantonly.
5. Corrupt conditions keep the best men out of public school work. In general, a competent man will accept a college position at a far lower salary than he would demand in public school work. Graduate students in universities will choose a laboratory position at $600 to $1000 in preference to a high school instructorship at $1500 to $2000, or a superintendency at $2000 to $2500. The university offers high incentive, freedom from intrigue and final reward for superior service. The public schools cannot guarantee anything. To be dismissed from any position in some of our cities involves no professional discredit, not even the need of explanation. The one thing to be explained is the inducement which led the teacher to accept such a position.

The conditions described prevent cities from securing outside talent. In some great cities where the spoils system has been unchecked, no competent outside teacher would ever think of applying for a position. The superintendent never thinks of looking outside for a teacher. A great city should be ever on the watch for the best talent in the region tributary to it. The city of San Francisco for example, should be alert to bring in the best teachers of the coast to handle the work in the high schools and grammar schools. I have heard of but one case of its drawing a teacher from any other city or even of any attempt to do so. The principle of keeping our own schools for our own girls wherever this is accepted, works badly for the schools. It is a species of educational corruption. In some cases a local department called normal has been established so that "the girls who have to teach" will not need to go away from home for their training. But to go away from home is a necessary part of their training if teaching is to be in any degree a profession. The schools need new blood. The teacher needs new outlooks. In a well managed system no teacher will be appointed who has not had, as a teacher or a student, some experience somewhere else.

If teachers push themselves upward thru unprofessional means, teaching cannot be made a profession. If intrigue and flattery, "wire-pulling" or "leg-pulling," masculine arts or feminine arts of swaying the appointing power furnish means of advancement, the nobler arts of love of learning and devotion to the needs of children will not be entered into the competition.

Thus the ranks of our teachers become filled with those who know nothing and have no care to know, with those who use the work of teacher while seeking marriage or an opening in a law office, with those who pay more for the dead birds on their hats than for all the books they read, reckless of the fact that every bird killed wantonly leaves this world a little less worth living in, with those who know more of palmistry than of psychology, of euchre or the two-step than of the art of training children. There are many things in our Teachers' Institutes which check the ardor of believers in the free public school system of a free democracy. But it is the best of our teachers who go to meetings which they are not obliged by law to attend, those whose public spirit and public interest lead them to take every means to extend the horizon of their knowledge and the range of their personal acquaintance. The young woman with a pull has no interest in coming here. The good old lady kept in the schools for charity's sake has not the money or the strength for a trip to Sacramento, and the young man who is a politician's henchman can do better than to spend three days hearing school teachers talk to one another. There is no nonsense about him, so he stays at home, unless the Teachers' Association has "something in it for his health." The right organization of our schools will leave all of these classes at

home. It will make teaching a profession not to be lightly undertaken or carelessly performed. It will bring back to the ranks of the public schools many of our most gifted men and women who now find their only attractive career in the overcrowed ranks of the instructorships in the colleges.

How shall we escape from the spoils system? How shall we free our schools from personal interference in the interest of personal ends? The best way to insure good schools is to secure the best superintendent possible and then to give him full power to choose teachers. By this means and by this alone, is it possible to adapt means to ends and make the school system of a city an instrument which can produce the best results. All great work is the realization of some ideal, and ideal in education, as elsewhere, is the ideal not of the board, but of a man. When a man is in control of affairs, a limiting statute prescribing what he shall not do is an impertinence.

The next best way is to secure a superintendent thru the means found necessary in the civil service. This would be efficient or not as the case may be. Let him attend to clerical affairs and select his teachers for him by competitive examination. Such a method is pursued in the civil service of most enlightened nations and it has been found almost the only means of keeping this service free from corruption. The competitive examination is not an end in itself but it is usually the choice of evils. It is never the best way ideally possible, for the surest way to select good servants is to trust a capable and honest man to pick them out. It becomes necessary when we have to deal with men we cannot trust. The civil service methods are used in default of capable and honest men. They serve to pick out fairly good public servants and to exclude political corruption and personal pulls. When the school service is beset by vulgar politicians and time-servers anxious to help needy relatives and greedy applicants, a system of civil service examinations is our best remedy. But we must remember that no form of competitive examination is an end in itself. It is simply an evil which may be necessary until a higher civic morality and a higher sense of professional honor among teachers renders it superfluous.

Without a competent and trusted superintendent a school system of the highest grade is impossible. But fair results of a lower order may be reached by the choice of teachers thru competitive examinations. Without these, under the spoils system pure and simple, the schools will be as bad as the bosses dare make them, and none can say that they are cowards. There is not much they dare not do.

Three ways to remedy the evils of politics in the schools may be suggested.

1. We may appeal to statute. We may tie up the school board and superintendent by laws which shall make a personal or

political appointment a misdemeanor. We may place such tampering on the judicial level of embezzlement where it morally belongs.

But such criminality is hard to define and harder to prove. Besides, statutes avail little unless public opinion backs them. Because the people at large wink at politics in the schools, to tolerate it, ignore it or consider it smart, our school boards feel justified in dividing up the spoils. And there is never much value in restrictive laws. We have too many statutory crimes already. Criminal law cannot go beyond public opinion without bringing itself into contempt and thus into ineffectiveness. Only gross offenses, such as sale of places for money or favor or giving them thru charity, could be clearly proven and under any statute even these could be seldom punished. But after all there is a great educational value in the severe enforcement of a just statute, even tho its purpose be at first not fully understood.

Negatively we can strengthen the case a little by repealing all statutes which strengthen the teacher's hold on his position. Most of these are in the interest of the incompetent teachers. They are intended to defend the beneficiaries of one administration from being thrown out by the next. The removal of any teacher who holds his place on a pull is likely to be a good thing for the schools. It should be left as easy as possible.

There are certain precedents and methods in the schools of many cities which make it hard for teachers from the outside to secure a foothold. Better employ no native-born teachers than to accept no others To move about is part of education and teachers who have never been away from home are not likely to be very stimulating in their professional work. California is one of the worst offenders in these regards. The narrow feeling of nativism exists in her towns, tho from her character and history she should be the last of the states to favor in-breeding in her schools.

2. The second method is to educate the community. Let the people know what good schools ought to be and how much the children suffer from being forced into any other. This is a slow method but it is effectual. For this purpose there is nothing better than object lessons. There are certain cities in California which are object lessons in this regard. We cannot over estimate the value of their example. A competent superintendent can usually purify the board which selects him. Most political crimes come from ignorance rather than from vicious intention. Very many of our officials are inefficient or corrupt simply because they do not know what the people have the right to expect them to do. Most school boards can be brought to take a pride in good schools, if they really see and understand them. There are some such superintendents who do sound, honest work, trusted by their boards and by their communities. Let the number increase.

3. Educate the teachers. Quite as necessary as the training of the public is the bringing of the teachers to higher standards of professional honor. If the profession is to be raised above the level of wire-pulling we must each do our part. Let us individually cease to look toward pull and intrigue and favoritism, but trust to the goodness of our records as teachers for our advancement. When our own records are clean we can give attention to the records of others. We should cease to honor wire-pullers by election to office in our associations. We should go, as far as the demands of courtesy will let us, in refusing them the right hand of professional fellowship. We should not vote for them when they are candidates for our suffrages. There is as much need of a code of honor in education as in medicine. When either teaching or medicine becomes a profession the code will be superfluous, for no one really competent and enlightened will violate its natural provisions. Most teachers find positions thru the help of other teachers. We should cease to give such help to the wire-puller, the schemer, the self-advertiser, the man who blows his own horn, whatever the key, whether basso, or soprano, or falsetto. Some of our colleges refuse to recommend or even to recognize their own alumni if these have sought to rise in their profession by irregular means. It would be well if all colleges and normal schools should adopt this rule: That those who have sought or accepted a political pull should never receive their commendation, personal or official. It is not always easy to prove the truth in matters of this kind, but as such commendation is not a right, it is proper to withhold it in case of doubt. The teacher is an accredited tribune of civilization. He should represent in the community intellectual soundness and moral uprightness. In the minds of our forefathers his place as moral and intellectual guide stood side by side with that of the spiritual guide, the minister. If either calling has fallen from its first estate of honor it is the fault of the men who follow it. Clear-headed, simple-hearted, pure-souled teachers ennoble the profession. Stupid, untrained, tricky teachers degrade it. And of this we may feel sure, our profession as a whole stands just about where the outside world thinks it does. The cold public hits the truth very exactly. Teachers are, as a rule, over worked and underpaid. At least we say so, when we talk it over together, among ourselves. But I am sure that on the whole, teachers get all that they are worth. The fault is in the lack of discrimination between good ones and poor ones. Some teachers certainly are underpaid, grossly underpaid, when we consider the rewards of equal success in almost any other profession. But only real success of one sort or another receives reward at all in most professions. The worthy and the worthless, the honest and the tricky, the enterprising and the indolent, the enlightened and the ignorant, are not paid on the same schedule in any other profession. There are

men in our public schools in California whose services would be cheap to any town at $5000 a year or over $10,000. There are many others who would be dearly bought at five dollars a month. And some of each class are paid $1000 or $2000 or $3000 alike, and all are lumped together by the politician and the public as "school teachers." Sooner or later our people will see the difference and act accordingly. If we want better pay we must bring in better men and women, better personally and better professionally. To this end we must so conduct our profession that men and women cannot rise in it thru unfair or corrupt means, and we must give our help and recognition to those who will not do so.

In the schools of to-day the history of the next generation is written. If there is corruption in the schools we shall see it in the body politic. The only danger which besets democracy is that of political corruption, of misuse of public funds and public trust for personal ends. Democracy has nothing to fear from outside force or domestic tyranny. Its worst enemy is in the dry rot of popular indifference to questions of right and wrong, which brings the wet rot of official imbecility and corruption. Eternal vigilance is the price of liberty, and the public school is the watchtower on the walls of democracy. If these sentinels sleep, we shall waken to shame.

Eternal vigilance is another name for civic devotion and moral awakening. And because the next generation must be intellectually and morally the reflex of the schools of to-day, reform in education is the most vital of all reforms.

MORAL ASPECTS OF POLITICAL INTERFERENCE.

BY REV. CHAS. R. BROWN, OAKLAND

I am only a layman in educational matters, and I feel like a Saul among the prophets in appearing on this platform with distinguished educators to address a body of trained teachers. But as a citizen I am profoundly interested in our schools, and I wish to speak as a citizen regarding the moral aspects of any political interference that would hinder their highest usefulness.

The aim of education, as we all know, is not to impart information, not to teach rules or even facts—all this is means to an end. The real aim is to develop personality. Whatever may be our personal beliefs, the moral life is a large factor in that personality. If the educational processes fail to establish the pupils more firmly in the habit of choosing the good and refusing the evil, they have failed in one of their main purposes. And inasmuch as moral life, like happiness, is advanced largely by methods of indirectness, it becomes vitally important that all the finer moral values in the teachers of our schools should be carefully guarded. Like begets like in morals as elsewhere, and slovenly ethics on the part of teachers means an unwholesome moral atmosphere for our children to breathe while they are within the range of the teacher's influence.

My first point, therefore, is the ill effect upon the teachers themselves, of the system where teachers' positions are used as the small change to pay political debts, or as the sinews of war to feed and strengthen the forces in the ward machine for another struggle. To allow such considerations to determine the selection of teachers cuts the nerve of effort. If the highest prizes are not for character, knowledge and efficiency, but for the advantage of standing as first cousin to some influential ward heeler, then one of the great sources of stimulus in normal training and in the whole work of preparation for your honorable calling, is taken away. There is a sense in which thoro preparation, like virtue, is its own reward, but the number of those who will enter its straight and narrow gates will be greatly increased if legitimate recognition to genuine worth is accorded by the community. In your work as teachers you stand for real and ascertainable values, and you cannot afford to have the positions you seek dealt out on principles of political favoritism, because of the inevitable slackening of effort, and the gradual deterioration of your high profession that would follow.

It also undermines the self-respect of any teacher who has gained his place thru political preferment. No man or woman is fit to stand up before boys and girls in the formative period, with the consciousness, "I am here not because of what I know, and am, and can do; I am here because some vest-pocket edition of Richard Crocker is a relation of mine. He has lifted me to this place because he has the vote of a ward in his tight grip." There was so much downright, original reality in the plain material from which we were formed that it is well-nigh impossible in these personal values to palm off an imitation article on the public. Children particularly have a keen scent for humbugs. And the teacher who appears daily before them as the consenting member of some "job" or as the preference of some "boss," and not as the ordained and appointed product of the highest educational methods, will be so lacking in honest self-respect as to be cut off from the finer moral influences over her pupils.

You are to be both students and representatives of the scientific method. You are to delight in the most rigorous application of the principles of natural selection in determining those who are to survive the tests imposed in filling positions. Nothing less than this will insure progress. If the policy of favoritism had been pursued in the big world about us, we should be back somewhere in the stage of dodos. Cases of arrested educational development have no more right to cumber the teacher's ground thru some political pull, than have these superceded specimens in the animal world which have value only in museums. Thus for the sake of inspiring the noblest effort in the work of preparation and to preserve the self-respect of the members of your profession, it is imperative that political pull should be eliminated and the award of positions should be upon merit and efficiency alone.

The knowledge that unworthy methods are allowed in the enlistment of teachers exerts a bad moral influence also on the pupils themselves. To allow a boy or girl to gradually form the conviction that the one omnipotent thing in city life is "pull" would be as demoralizing to all healthy growth, as the notion that there are many cases where two and two do not make four would be to mathematical science. Religion is always discounted wherever the benefits of heaven are believed to turn upon some special understanding with the powers that be, or upon the possession of an influential ecclesiastical friend at court, rather than upon personal righteousness and the sort of character that heaven requires. The commercial enterprise that is paternalized to the extent of having its important positions filled by favorite sons, and by "our uncles and our cousins and our aunts" regardless of the demonstrated ability of those dear relatives to meet the demand is imperilled. Bradstreets takes due notice thereof and governs himself accordingly. Other departments of life would furnish similar illustrations of the same idea. In view of the fact then that our

children are to live in a world where real efficiency and not favoritism is to determine the awards, it is unpardonable to compel them to spend their school years under the care of successful examples of false methods, or to allow them to feel that the school world where they spend those formative years is administered on principles that are artificial and wicked.

The deepest truths are felt rather than proved. While the boys and girls may never reflect upon the matter in this abstract way, they do feel and suffer from an atmosphere tainted by the sort of miasma I have described. There is little danger that our teachers will rob banks or become intoxicated on Satnrday night and make the acquaintance of the "Hurry-up," these are not such vulnerable points as to need the posting of awards. There is danger, however, that they may come to live and work with bad consciences from having employed unworthy methods in securing positions; there is danger lest the equipping of our schools comes to be regarded as spoils for the victors, to be sent around, like the results of a good day's shooting, to deserving relatives or to the sisters of political henchmen or as charitable awards to the needy. In whatever way it is done, the moral tone of the public school suffers incalculable loss. Weakened moral fibre and the accompanying discouragement to resolute personal endeavor will be entailed upon the pupils.

In the third place political interference and favoritism has a debasing influence on the entire community. There ought to be sections in our ordinary life where the spirit of thorogoing civil service sits upon the twelve thrones and judges all the tribes of Israel. There ought to be regions where honest men and women, knowing that He is no respecter of persons, but is intent upon worth and efficiency alone, may like those rugged Germans of old, "Fear God and none else." If the millenium is not yet near enough for us to carry on a fearless civil service reform in all our public affairs, surely we can do it in the work of public education. If this can be done, it will add both to the intellectual and the moral usefulness of our public school system.

I feel all the more strongly upon this point, because I recognize the fact that the so-called secular fields are steadily gaining upon us. If life is to be moralized and spiritualized, it cannot be done by the occasional influence of church and cloister alone. The finer moral qualities must be sought and won in those unenclosed domains where the work-a-day world is living its secular life. This need not frighten us at all. The Great Master of moral values said long ago that "The field is the world." The place where those fine qualities for which He stood, are to take root, find material for their full expression, and come to their mature usefulness, is not some district fenced in, roofed over, shut away by sacred walls and stained glass—no, the field is the whole world. Our public schools then, occupying as they do a leading

place in this big, outside world, and monopolizing the time and attention of each generation during certain crucial years, ought to stand as accredited ministers to the moral life of the entire community. Their methods must be above reproach; their atmosphere must be that of the higher levels of our national existence.

In Ian MacLaren's little book which has found its way into all our homes, there were three men who stood pre-eminent for their wise and patient ministry to the people of Drumtochty. There was Dr. Davidson, the learned and devout minister of the parish; there was William MacLure, a "Doctor of the old school;" there was Domsie, the school master of the Glen, who rejoiced in sending out boys to become "double firsts" at the University of Edinboro. The ministry of one was primarily to the body, and of another to the mind, and of another to the spirit. Yet it would be hard to say which one of the three ranked first in moral usefulness, or in service rendered to those finer qualties of the nature which are none the less real for being unseen. Any comparison would be idle, for they were all co-laborers together for the coming of the stronger, the wiser, the purer man that is to be.

Taking the word education in its widest sense, as a ministry to the total man by all the agencies within our reach, I believe the world is to be saved by the slow, oftentimes invisible, but irrestible processes of education. The gradual unhurried tuition of all those forces whose use we have only begun to appreciate, is to bring the men and women for whom the whole creation waits. If the four hundred thousand teachers of our country are to hold their rightful place in this redemptive movement, they must demand their ordination not at the hands of some politcal heeler, but at the hands of those whose eyes are upon worth, efficiency and experience, but who know the political favorite afar off. If you teachers here in California are to accomplish that upon which your hearts are set in the work of your honorable profession, you must be set free from unworthy political interferences and allowed to walk simply in the fear of the Lord of true values, which, as we are told, is the beginning of all wisdom.

WHAT SHALL WE DO ABOUT IT?

BY DR. GEORGE C. PARDEE.

There is no more honorable and honored vocation than that of school teacher. Upon the faithful performance of the duties devolving upon you depends the proper education of our sons and daughters; and upon their proper preparation for the duties of life depends the future of our free institutions. For, from those who pass thru your hands must come not only those who are to rule and govern, but also those who are to be ruled and governed. Not only is it necessary to have intelligent and well-equipped rulers and governors, but it is also necessary to have educated and well-equipped men and women to be ruled and governed, if the free institutions and the personal and public liberties we now enjoy are to be preserved and continued to future generations. Any influence, therefore, which tends to cripple your influence, interfere with your usefulness in your chosen vocation, or divert your attention from the matters you have in hand, is dangerous to the public welfare, and should be dealt with accordingly. Our public schools cost us much in dollars; but they repay us an hundred fold in the men and women they give us to take our places in the body politic, and administer and conduct our public and private affairs.

As President Jordan has so clearly shown, the greatest menace to the full success of our public school system is the blighting influence of "practical" politics, which strives to substitute for natural and acquired fitness for the positions you occupy, the evil power of the professional politician, who would turn the schools into havens of rest for the friends and supporters of those who manipulate primaries and personally conduct conventions. I am not prepared to believe that the politician has yet gained a position of such great command in our public schools that he can not be easily deposed; and I pray God that he never may. I have an abiding faith in the loyalty of the common people of my native State toward the institution they love so well and support so handsomely. And I am convinced that they will not permit so grievous a wrong to be perpetrated upon their children and their State.

On the contrary, however, I am not blind to the fact that there are people who have tried and are now trying to control our schools for their own benefit and the benefit of their political friends, and who would, if they could, traffic in positions and reward political services by appointments in our schoolhouses.

To head off and frustrate these wicked attempts to prostitute and cripple our schools should be the aim of every person who loves his country (native or adopted), and desires to see it prosperous, free and independent.

In this you are much interested. For the permanency of your positions and the best results of your work depend upon the sacredness of the public schools from the attacks of the predatory politician. Your best work can be given only when you are sure that devotion to your duties, and not to politics, shall be the only rule by which your fitness for the positions you now occupy shall be measured. "Eternal vigilance is the price of liberty" as much in the conduct of public schools as in any other public affair. If, therefore, you would free the public schools and keep them free from the evil influences of "practical" politics, be vigilant in their defence, and do your utmost to root out the evil before it gains a foothold which will make it master of the situation.

The public school system should be an entity complete in itself, from the primary class to the crowning capstone, the State University. The scholar entering the lowest class should pass directly from grade to grade, from infant class to grammar school, to high school, to University, without any break in his progress, a certificate of proficiency in any lower grade entitling him to advancement to the next higher grade anywhere in the State. As it is now, there is a separate standard for almost every county. Each County Board, being a law unto itself and empowered to prescribe the course of study pursued in its schools, and to examine and certificate teachers, sets its own educational pegs, so to speak, without any particular reference to what is being done by the boards of its sister counties. As a result of this, confusion must, and does reign.

Here, too, is the danger of politics getting its hold upon the lower (and, consequently, the most important) rung of the educational ladder. The County Boards of Education are appointed by the Boards of Supervisors, and are, therefore, to a greater or less extent, under political control. The present law was originally framed when California was comparatively in its infancy, before we had many high schools, when the University, as it now is, was a dream of the future, and when education had hardly become the science it now is. The State has long since outgrown the law then framed. Its common schools have increased a thousand fold, high schools are nearly as numerous now as low grade schools then were, and at the head of our school system stands our magnificent University, the pride of the State and the peer of any institution of its kind.

The law giving the Boards of Supervisors the power to appoint the County Boards of Education, provides that at least two of the appointees shall hold grammar grade certificates. The other two appointees may or may not be (and frequently are not)

thus equipped. In nearly every county in this State there is now at least one high school. Is it reasonable to put the control of the high schools and the examination of their teachers into the hands of men appointed by Boards of Supervisors, the only requirement being that two of the members of the board shall be school men, and they to have only grammar grade certificates? I think not. Nor does it seem reasonable that the examination of teachers should be conducted by persons who do not follow the profession of teaching, and are, therefore, not qualified to judge as to the fitness of candidates nor the qualifications required for successful teaching.

The State has shown greater wisdom in the examination of candidates for the privilege of practicing medicine and law. Those who desire to become lawyers are examined by lawyers; and the embryo doctor must prove his proficiency before a board of physicians ere he can minister to our physical ailments. The proper education of our children is at least as important as the proper grounding of the lawyer in his profession. Why, then, should a teacher not be examined by those who are at least his peers in educational matters?

Our normal schools now number five. Their purpose is to train young people in the proper methods of teaching our children. From them are supposed to come expert and proficient teachers. If the positions of teachers in these schools are to be political perquisites, if the question of absolute fitness is to be of secondary importance in the selection of those who are to fill the positions, while political services, either of the teacher or his friends, rise paramount, can these schools be up to the standard?

A County Clerk and all his deputies may be politicians pure and simple, and yet conduct the office of County Clerk well. But the instant politics come into our schools and make our teachers politicians or the dependents of politicians, that instant our schools begin to deteriorate, and our children must suffer the consequences. This must certainly follow, for the reason that teachers, instead of making their positions secure by devotion to their duties, would then feel that they must depend upon politics, and, therefore, neglect the former for the latter.

The Normal Schools are each governed by a Board of Directors appointed by the Governor. These Boards have the appointment of all the the teachers and all other employees of each school. It is true that the law says that the President of each school shall have the nomination of all the teachers under him; but the Board appoints the President—and that is the same thing as if the Board appointed all the teachers, if the Board wants to do politics. Each Governor has the appointment of the Directors of each school. Such a state of things must, of necessity, result in great disturbance in each school with the election of each new Governor, and the consequent appointment of each new Board of Di-

rectors. This is more the result of the system than the fault of the Governor, who feels that he is compelled by party usage to follow the example of his predecessors and appoint his political friends and the friends of his political friends as Directors for such institutions. But the result (whether the fault is that of the system or the Governor) is bad on the institutions involved in it.

The State University is governed by the Board of Regents, by whom are appointed all the teaching corps and other employees of the the institution. The Board is composed of twenty-three members, seven ex-officio and sixteen appointed by the Governor for the term of sixteen years each. The term of the first appointed Regents were so arranged that no Governor can appoint, in the usual order of things, more than five or six of the appointed Regents; and the law, by a wise provision, compels the appointment of a non-partisan board. Hence it happens that no Governor can appoint a majority of the Board, and that no political party can have the unanimous control of the Board. And, as a corollary, it follows that there can be no attempt on the part of any Governor to put the University into politics, and make the appointments of the Board of Regents the reward for political services rendered. The University never has been in politics, and never will be, I am convinced, so long as the Regents are appointed as they are.

Now to review the situation. We have County Boards of Education, four of them appointed by the Boards of Supervisors, two of whom must have grammar grade certificates, two who may not have this certificate, and the County Superintendent of Schools. The appointed members of the Board generally change with each new Board of Supervisors, and the County Superintendent (always a political office) changes, as a rule, with every election. How is it possible then, under an arrangement wherein politics is the mainspring, to keep the professional politician from at least trying to use our schools for his own purposes?

The same question may be asked with regard to the Normal Schools, whose governing boards change with each new Governor.

But, when we come to the University, governed by a Non-partisan Board of Regents holding office for sixteen years, and, therefore, beyond the control of any single possessor of the appointing power, we find it totally divorced from politics.

The State is, and should be, the protector of the schools; for upon them must it depend for those who are to defend and maintain it. The State has taken full charge of the higher schools—the Normal Schools and the University. Why should it not take full charge of the whole school system? It manages the University well, and, if it were not for the possible question of politics, would manage the normal schools equally well.

The remedy for the danger of political interference in the public schools seems, in the light of what has already been said,

a comparatively easy one to bring about. Let the State take full charge of the school system as far as regards the examination and certificating of teachers and the precribing of the course of study, and govern them thru non-partisan boards of directors appointed in such numbers and for such lengths of terms that no single possessor of the appointing power can hope to control their actions. A few amendments to the Constitution and the passage of a few laws by the Legislature are all that is required. Whenever the people are aroused to the situation and make the demand, the reform will be brought about.

It may be urged against this scheme that it substitutes for the comparatively simple scheme of County Boards now in vogue a more cumbersome and expensive one. What if the expense is greater, if the result desired is obtained? Are not the public schools of sufficient importance to warrant greater expense, if, thereby, greater efficiency and greater security may be obtained?

As for the comparative simplicity and cumbersomeness of the present and the proposed systems, it seems to me that the present system of a County Board for each of fifty-seven counties with no coherence and no dependence, the one upon the other, is much less simple than the proposed one, which seeks to substitute for a disjointed, loose-ended scheme, one that is compact and complete in itself and assures us a school system with its seams all lockstitched and its borders all hemmed.

It may also be urged that it will be inconvenient for candidates for teachers' certificates to be examined by such a Board as the proposed one rather than by County Boards holding sessions in the near neighborhood of the candidate's home. To this I reply that the profession of teaching is now of such importance that the convenience of applicants for positions should be of only minor importance. The success of the school system should be the only matter to be considered. We now have five Normal Schools in this State, the avowed object of which is to prepare teachers for the scientific training of our children. Our State University also offers a course in pedagogy. The days of appointing as teachers those who can answer a certain number of questions in a few elementary studies are now passed, and the candidate for a teacher's position should be required to show special preparation and training for the profession he wishes to follow. The State places at the disposal of all who desire to be teachers special schools for that purpose. Why should not the State then require all who wish to teach in its schools to produce evidences of fitness represented by a normal school diploma or other evidence of equal value? The State requires those who would practice medicine to produce evidence of having attended a special school, and the time is not far distant when the same requirement will be necessary for the practice of law. Is the fitting of our children for the proper assumption of the duties of citizenship (to

say nothing of the personal equities involved) of less importance than the practice of medicine and law?

It may also be urged against the proposed scheme that it would place the management of our schools in the hands of an irresponsible board, and that this is foreign to our form of government. The University is in the hands of just such a board, and has been since its very inception. The success of the University is answer enough to this objection.

Of course, the proposed Board will be composed of human beings, and "human un est errare"; but "errare" is as common (or, perhaps, commoner) among the untrained than among the specially trained. The final results will, I think, justify the means.

POLITICAL INTERFERENCE WITH THE SCHOOLS.

BY R. M. SHACKELFORD.

It is not necessary to discuss the question as to whether political interference in the schools of California has seriously affected their efficiency. Every man and woman of intelligence in the State is aware of the fact. The question before this meeting has reference to the character of that interference, and to the manner in which it may be eliminated from the schools.

There is no question in my mind that if the teachers of the State firmly resolve to divorce politics from our schools, and will join hands and work harmoniously for that object, that it can be effected. I know this from my own experience in having often visited the Legislature of the State in the interest of legislation for the improvement of our schools.

At such times I have always found our law-makers, as well as the Governor, willing to accept the judgment of our educators in the consideration of any law or laws proposed by them. The trouble has been in the lack of harmony in the ranks of the teachers themselves, there having been no time within the last twenty years when they have been of one mind regarding proposed legislation.

Usually the county superintendents have met, and a majority of their members have agreed upon a bill to be presented to the Legislature; but when such measure has come up for consideration, the minority, reinforced by political friends, has appeared, and so confused legislators that all attempts at legislation which has been really needed have been seriously interfered with.

The bad effects of this interference appear in the fact that compromise has usually been effected, and good measures thus rendered useless; or else educational legislation may be entirely defeated, as was the case in the last Legislature.

What is needed now is united action on the part of the teachers of the State. They must agree on some bill to be presented at the next session of the Legislature, and then do all in their power to have it passed.

If there are any differences existing between the needs of the schools of different sections, or between those of the city and those of the country, these differences ought to be adjusted, as far as possible, by this association, to the end that all contention may have ceased before the educational bills are presented to the Legislature. If you proceed in this way, I feel assured that you will be successful.

A definite object, pursued with harmony and co-operation, is needed, and with that, the task of ridding our schools of politics will be easy and simple.

The question now arises, What should be done? Of course there are many di·ections along which work must be done. The effectiveness of public opinion is to be increased, the public conscience awakened, and a higher standard of official responsibility produced. All of these reforms must be worked for in various ways, some of which are discussed by the speakers on the subject of to-day.

My object will be to discuss the question from the standpoint of legislation. I regret that I cannot speak from the position of a teacher, but must do so from that of a humble school trustee; but as my experience in that office has been continuous for over a quarter of a century, I feel assured that I shall be able to point out certain features in our system where improvement is very desirable, and where it is possible thru legislation.

I do not contend that everything can be accomplished by the making of laws; but I do assert that thru the enactment of laws which are the results of long experience and careful study, the most suitable foundation can be laid for the accomplishing of reforms by other means. In suggesting remedies, I give you my opinions for what they may be worth, feeling assured that you will accept or reject them according to your best judgment.

Political interference in the conduct of our normal schools has been more seriously felt than elsewhere during the last few years, and of that I will speak first.

Our normal schools have been established by the State. Money has been furnished for their support with a bountiful hand, and for a long time they have been considered to be entirely in the charge of the State. Of late years, however, a tendency has developed on the part of some people in the counties where the normals have been located, to act as tho the normal were established for the especial benefit of their particular county. Hence they have endeavored to exercise entire control of such normal, and thru politicians and otherwise have had trustees appointed with that end in view.

As a result, the normal has been driven into politics, and no matter what important action has been taken, from the choosing of a president down, one faction has always opposed the action of the other, and nullified its results as far as possible, to the great injury of the normal.

This is all wrong. The State has established these normal schools, and now maintains them by a direct tax on the people of the whole State. Therefore their management should rest with the people of the whole State, and not with a local clique, as is the case with one or two at present.

To settle this matter for all time, and to completely eliminate

political influence from such schools, there should be established by law a State Normal School Commission, to consist of three members. It would be best, in my opinion, if this commission were composed of the State Superintendent of Schools, the President of the State University, and the President of the Leland Stanford, Jr., University

I suggest these three because their tenure of office cannot lapse, and the commission would be continuous, and its composition would be entirely reliable. The members of this commission should be ex-officio members of the Board of Trustees of each normal school.

Besides the members of this commission, the Board of Trustees of each normal school should consist of six members, elected by the above-named commission, and of these six not more than three should reside in the county in which the normal is located. The president of the normal should be nominated by the Normal School Commission, and, in turn, the president of the normal should nominate the members of the faculty of the normal school. The careful execution of the above plan would, I am sure, thoroly remove the normals from politics, and insure their greatest possible efficiency.

Another matter which, in my estimation, demands present consideration, relates to the issuance of teachers' certificates on examination by County Boards of Education. I deem this matter to be of the greatest importance, not only to the children of our State, but to the teachers as well.

There are, in California, fifty-seven County Boards of Education, comprising with the County Superintendents, two hundred and eighty-seven members. These boards hold semi annual examinations, and annually certificate more than one thousand teachers, a number considerably greater than the number of graduates from all our normal schools combined.

In past years, when normal schools were few and teachers were scarce, this method of certificating was necessary; but now that our normals are about able to turn out more than enough teachers to supply the demand, especially when we add to that number the many well-equipped graduates from the two universities who can no longer find places in the high schools, it becomes obvious that the makeshift of the county examination is no longer needed.

If any one thinks that we should not have teachers enough without the present system of examination, he need only consider the number of first-class teachers, graduates of our own and other normals, who are unable at present to find places in California. There are at the present time in California, several thousand more teachers than there are places for.

The presence of this large body of unemployed teachers is directly responsible for the intense competition which now pre-

vails, and contributes too much to the official corruption which exists in the filling of vacancies. You know how it operates.

Twenty or thirty teachers apply for the same vacancy. So intense is the competition that the candidates resort to the influence of friends, unworthy motives are appealed to, and a general demoralization of professional ethics follows. An inevitable outcome is the cutting of salaries; for in the strife for places, teachers are sure to underbid each other, and trustees must eventually come to think that where there are so many capable teachers looking for a place, that salaries have been higher than is necessary. Naturally they employ a teacher at a lower salary than has heretofore been paid, and use the surplus funds for other purposes.

This is no fanciful picture; the thing is happening every year in California at present. The inevitable result will be that our most capable young men and women will no longer be attracted to this profession, and the schools will suffer.

I would not for a moment be understood as suggesting that the number of teachers ought to be diminished for the sake of creating a monoply for the few. What we want is good teachers, and plenty of them. But the present system fills the profession with poorly-prepared teachers who, in the contest for places, by resorting to political and personal appeals, succeed in crowding out the really competent teachers who have professional training.

If we could only succeed in eliminating from this competition those teachers who lack both in experience and in anything like professional training, the schools would be the gainers, immeasurably. For consider the results of the present system:

In the county examinations, the majority of those who pass are fresh from the elementary or high school, with no experience, and no professional training. In most cases they are able to take only the examination for primary grade certificates, which in no case represents the amount of work done in any one of our normals.

These teachers, then, by the aid of relatives and friends, secure some school, generally filled with the younger children, in the training of whom, as every educator worthy of the name knows, the greatest teaching skill is really necessary. These young teachers shift about from district to district, and so acquire their experience at the expense of the children, at the same time many well-equipped teachers are vainly seeking for places.

In order to more thoroly understand the effectiveness of this mode of certificating teachers, I have obtained statistics relative to the number of certificates annually granted in each county, and have compared this with the number of teachers actually employed in each county. The results are interesting, and throw much light on the workings of the system of examination by local boards.

In the school year ending June 1st, 1898, seven thousand and twenty-two primary and grammar grade teachers were employed in the State. During that year, one thousand and fifty-six primary and grammar grade teachers' certificates were issued on examination by County Boards of Education. This shows that there are issued annually on examination about fifteen and one-half per cent as many certificates as there are teachers employed.

Now if the system were good, we should expect to find a certain amount of uniformity among the counties in reference to the proportion of certificates issued. But what are the facts? For the year that I have mentioned, the rate varies from one-half of one per cent to fifty-two and one-half per cent. For instance, Mendocino County employed that year one hundred and thirty-three teachers and during the same year it issued certificates to seventy teachers, or fifty-two and one half per cent of the teaching force of the county.

The little county of San Benito employed sixty-two teachers, and twenty teachers were certificated during the year. Contrast this with Kings County with fifty-eight teachers, and only one receiving a certificate during the year thru local examination. The same statistics show that in a number of counties where the schools are known to be first-class, the number of teachers annually certificated in this manner does not exceed five or six per cent of the number of teachers employed.

It has not proven possible to procure the data necessary to give the exact proportion of primary certificates issued during the same year, but sufficient has been learned to justify the assertion that between twenty and thirty per cent of the certificates issued are of the primary grade.

Assuming this ratio to be the true one, it proves that in the year mentioned, between two hundred and fifty and three hundred teachers, with only the qualifications represented by a primary certificate, were added to the already crowded ranks of applicants for positions in the schools of California. Such percentages raise questions which I will leave your Association to answer.

A careful examination of these statistics and a study of the relative educational progress in the different counties, will convince any observer that one of the greatest steps in advance which we are able to make in the State of California, consists in the candid recognition of the fact that the children are being denied their full rights so long as teachers with no semblance of professional training can be lifted into our schools thru the agency of the County Boards of Education.

In proposing a measure for reform in this direction, I do not wish to be understood as reflecting in the least on the efficiency or honesty of members of the County Boards of Education, nor would I in the least disparage the teachers who may in the past have obtained their certificates by this method. But this I do say

and know: That now, when every school can obtain professionally trained teachers, it is an outrage upon the parents and children of the State that inexperienced teachers should by law be permitted to practice upon them in studying for their profession.

The time has now arrived when we are able to demand and should have especial training in every one who aspires to teach the children of our State. Our school system is the pride of California; let us be able to say to the world, as some Eastern States are already able to say, that in the future none but the professionally trained are to be admitted into that system for the education of our children.

In any changes which are proposed, it must be carefully kept in mind that all teachers who now hold certificates must be protected in their rights, and the same provisions for the renewal of primary certificates continued in force, as they now exist. Ex post facto legislation is contrary to the spirit and intent of all our laws, and must not be allowed here. No fault is found with the existing body of teachers; they have had such training and experience as their circumstances allowed, and they must retain their standing in the profession unquestioned.

Our proposed measure looks entirely to the future, and is largely designed for the protection of the teachers themselves. Every teacher should support such an innovation. It is in the interest of political purity in the schools that they should do so. It is in the interest of the high standing of their profession that they should do so

In the undignified scramble for places that now takes place every summer, there is serious danger that a general lowering of the tone of the profession must follow. If teachers do not support some measure similar to this, they will, as a body, come to realize their mistake, and to regret their lack of action when it is too late.

There is another means which commends itself highly to me of uplifting our educational system, and thereby relieving it of much of the viciousness of political and personal influence which now enters into it. I believe that a measure should be urged before our Legislature which would have for its object the setting apart of a day at every Teachers' Institute especially for school trustees. Competent instructors could be employed who could enlighten the trustees as to their duties, and show them their importance in the great American school system.

At such an Institute they would get acquainted with the teachers and with each other. There would naturally result the formation of an organization of school trustees, thru which would come co-operation in the matters of buying school supplies, adopting, in conjunction with County Superintendents, plans for school buildings, in the promotion and recommending of suc-

cessful teachers, and in numerous other matters pertaining to their functions.

Indirectly many other reforms would follow. Trustees would come to see more clearly the difference between successful and unsuccessful teachers. They would learn how much better off a community may be with a six months' term taught by the right kind of a teacher, than with a ten months' term with one who is incompetent.

A general awakening of public interest in the schools would, it seems to me, be the natural consequence of the change outlined above. The body of trustees would form a body of ten thousand enthusiastic supporters of education, which could wield a vast power in the interest of educational reforms. For it is certainly true that a majority of school trustees have the interests of their districts at heart, and their mistakes are mostly those of ignorance. What they need is enlightenment, and the awakening of a more considerable pride in the success of their office.

The cost to each county of the proposed change would not be a serious matter,—in no case more than a couple of thousand dollars for a county, and generally less than that. Certainly it is hard to conceive how money could be more advantageously spent. In many ways the expense would be more than counterbalanced by the gains that must follow for the school system.

The above are some of the remedies that I would propose as the result of much thought, and many years of observation of the difficulties standing in the way of progress in the schools of our State. Finally, I feel assured that whatever your association decides to do, can and will be done.

The time is now ripe for the changes which I have proposed; they have been suggested and discussed in a tentative way in many quarters for several years, and it seems to me that public opinion is quite well settled as to their need. The main question is as to form; and that your association, thru its committees, must settle.

Many of the impediments which formerly stood in the way of school legislation, are now things of the past. It is my earnest hope that henceforth all over this State educators will be found working shoulder to shoulder in the interests of our schools. They must no less continue their demands for such reforms as will contribute to the maintenance of good salaries for the grade teachers. Good salaries are closely associated with good schools. Low salaries in any county or State have the effect of driving out the best teachers; and the poor or ordinary teachers take their places, to the great detriment of our boys and girls.

In conclusion, let me urge that before your association adjourns, a good, strong legislative committee will have been appointed to draft needed measures, which may be presented to the next Legislature, and that arrangements be made that such

committee, or its representatives, be present to urge the passage of such measures. If this is done, and a determined effort made to educate the people of the State regarding the needs of the schools, success will crown your efforts, and a great work for California will, at least, have been begun.

CENTRALIZATION OF SCHOOL SYSTEMS, STATE AND FEDERAL, AS A REMEDIAL MEASURE.

P. A. BERGEROT.

I feel not a little hesitation in approaching the subject now under discussion. Admirable, no doubt, as our educational institutions are as a whole, yet I am convinced that personal and political interference with the administration of school affairs has constituted to this day a great obstacle in the progressive march of our public school system and in the natural development of our educational ideas. By what means or agencies, by what legislative effort can that pernicious influence be minimized ? And I say minimized, because, in the very nature of things, and given the inherent imperfection of man, it can never be entirely eliminated. That is the difficult problem which will confront the coming generation for solution. In view of my limited experience in educational matters and surrounded as I am with the best trained minds in the State, I consider it rather bold on my part to venture a few rambling suggestions on this subject, but I submit them for what they are worth, in the hope that they may perhaps contain the germs of the ultimate process which may lead up to a satisfactory determination of this vexed question.

Let us begin by inquiring what are the chief causes of the evil which we are seeking to eradicate, for, if we can ascertain the origin and extent of the evil, it will be comparatively easy to discover a or the remedy or palliative for it.

The most prolific causes of the political interference with the administration of school affairs can be reduced to the following enumeration: *First*, the election of school directors by popular vote, without regard to their special fitness for the special work they have to perform; *Second*, the defective methods of granting certificates to teachers by County and City Boards of Examination, upon examinations prepared and conducted by them without any control or supervision on the part of any superior authority; *Third*, the lack of uniformity in the legislation governing our school affairs and the election of teachers; *Fourth*, the lack of uniformity in the courses of studies prepared for the various classes of our schools; *Fifth*, the disparity in the tenure of office of teachers; and *Lastly*, the lack of a general pension law sufficiently generous in its provisions and applicable to every public

school teacher in the State, whether of the university, high school, grammar or primary school grade.

The first three causes, mentioned in the enumeration just given, are perhaps, from a political standpoint of view, productive of more harm to our public schools than any others. Many teachers find their way into our public schools, thanks to their kinship with some school director or trustee, or thru considerations of friendship or political influence. Many persons also succeed in securing certificates at the hands of Boards of Examiners by unfair means, such as the purchased connivance of some member of the Board of Examiners. Teachers, otherwise possessing the highest qualifications are often obliged to secure their election into a school department by the power of the almighty dollar, when other less praiseworthy means are not resorted to. Most of these evils may be cured to some extent either directly by legislation, or indirectly by educating public opinion against the proposition of electing teachers unless they are entitled to it by their merits or successful experience. But any and all remedies that do not aim to correct not only these abuses but any others which may be the logical consequence of any imperfection in our legislation or in our educational systems, would accomplish no permanent relief, no practical good.

The other causes mentioned in my enumeration are sufficiently explicit to need no amplification or explanation to be clearly understood.

Now, I believe that the nationalization of our educational institutions, as far as practicable or consistent with State rights and State educational autonomy, and their centralization in the various States, under the general operation of a uniform system of laws, State or federal, would have perhaps the most powerful tendency to eliminate the evil influence of politics from the administration of school affairs and would, at the same time, endow our nation, or our State, with an educational system, which would be proof against any violent political or revolutionary innovations, and which would be amenable to all the laws of evolutionary progress.

In order to illustrate my meaning and to make the perhaps confused appearance of my thought a little clearer, permit me, by way of example, to elaborate, on the spur of the moment, a typical plan of organization for our public school system, as I would like to see it established in theory and enforced in practice.

I would, in the first place, advocate the establishment of a National Educational Department at Washington, directed and controlled by a Minister of Public Instruction, in conjunction with a Council of nine secretaries or deputies. I would divide the United States into nine educational jurisdictions, each being

represented by one deputy in the National Council. I would prescribe that the nine secretaries or deputies, forming the National Council, should be elected from among the presidents of the various State Universities, by the professors thereof in general meeting assembled for that purpose, at such times or places as might be fixed by law. If there should be any objection to this mode of selection, they might be appointed by the Minister of Public Instruction. These deputies would hold office for nine years and would receive a salary commensurate with the high importance and character of their position. The Council should be so organized that three members would go out of office every three years and no member should be eligible for re-election after having served two terms of office.

The functions or duties of the National Educational Council would naturally be very complex and would require for their intelligent and successful exercise the possession of abilities of the highest order, coupled with considerable practical experience in matters educational. If the members of the Council should be selected, as suggested, from among the presidents of the State Universities, the personnel of the Council, as a natural consequence, would be made up of the very best intellectual, professional and executive material obtainable in the land.

This centralized system of national education would contemplate the establishment of a National University, to which would be admitted only the graduates of the various State Universities, or all applicants successfully passing examinations held at the seat of the University and being of equal difficulty and importance as the examinations for graduation given by the State Universities. The object of the creation of this National University would be to fill a great desideratum by providing our State Universities with competent professors, specially trained and fitted for university work of the broadest character. This National University would of course be under the exclusive jurisdiction and management of the Minister of Public Instruction and of the National Educational Council.

Subsidiary, but subject to this Supreme Council, my plan would also involve the creation of nine or more District Councils, each District to comprise from five to seven States and to have jurisdiction over the educational concerns in their respective Districts. These subsidiary bodies would be formed by a process of selection, to be devised or agreed upon, from among the best professors in the Universities existing in the various States constituting the Jurisdictional District.

This National System of Education, with all its ramifications, could in time be administered with all the smoothness of a perfect, well regulated mechanism of the most intricate character. One of the principal features of this scheme of education, as I

conceive it, would be the adoption and enforcement of uniform regulations for the certification of teachers in all the States and the adoption of uniform curricula and of uniform methods and theories of instruction in all the schools of the land. The different courses of study for all schools, academies and colleges of the various educational districts would be prescribed by the National Council, with the advice and upon the recommendations of the District Councils. All professional colleges and all technical and training schools would form a constituent part of this system, and the different educational departments could be co-ordinated in such a way that a perfect graduation could be observed, from the inceptive period in the kindergarten to the culminating point in the National University.

It is evident that a monumental structure of this kind could not be built in a day, nor perhaps in a generation, but the centralization and classification of the multiple agencies of education could be effected gradually into a grand, harmonious, conglomerate institution, susceptible of change or improvement, according to the varying exigencies of civilization.

Another no less important feature of this plan would be the incorporation in it of a generous pension law, of general operation, requiring all teachers of the nation or of the State to share in its burdens, as well as in its benefits, and providing that, after the beneficiaries shall have taught for a period of at least thirty years in the public schools, they shall be retired, nolens volens, upon a salary sufficient to enable them to live in comparative comfort.

Under this system, better than under any other, it might be possible to obtain an ideal set of teachers and professors thru competitive examinations. No one could be elected into any school department unless he were provided with proper credentials and except after having successfully passed such examinations as might be given by the Supreme District or National Authority, from time to time. All teachers would be selected from the list of successful candidates every year, either indiscriminately or in the order of merit or percentage, and would be conditionally elected for a probationary term of at least five years, subject to removal at any time during the period of probation in the event of adverse reports. I would insist upon combining the competitive examination idea with the requirement of a long probationary term, for the reason that it might prove to be a very unsatisfactory experiment to rely alone for good teaching material upon competitive examinations, as it is a well established fact that it is not always the teacher who secures the highest credits upon examinations who possesses the greatest ability to teach or to impart knowledge.

Thru the exercise of scientific methods of supervision during

the probationary term, it would be possible for principals, under such a plan, to single out the various classes of objectionable teachers. If the proper authorities found the reports against the derelicts to be well founded, the teachers in fault would be immediately dismissed without fear or favor. At the end of the probationary period only and after having complied with all requirements as to experience work, the teacher would then, as a matter of right and law, be entitled to permanent election into the department to which he might aspire to belong and would hold office, subject to removal only for statutory grounds, for thirty years, exclusive of the probationary term. This process of pruning, I believe, would correct many existing abuses in our educational systems and in addition would result in the production of an ideal class of teachers. With the co-operation of just such a class of high minded, broad souled educators, the Public School system of our country could be made to achieve an eminence and to gain a superiority, bordering on perfection, which would distinguish us, the world over, for our model educational organization.

Now, the same plan which I have thus proposed and thus briefly outlined for a national educational system, subject to modifications, could be made a State Institution, if for any constitutional reasons. it could not be adopted by Congress. I am inclined to think that an organization of that kind, deriving its main strength from the principle of centralization and containing in a state of more complete development, the salient features to which I have adverted, would perhaps contribute more than any other means to elevate our educational standards and to nullify to a great extent all attempts at political or personal interference with the administration of our school affairs. And I verily believe that we shall never be One People, united from one end of the land to the other by the same community of ideas and animated by the same quality of patriotism: we shall never be a homogeneous nation with but one mind, one heart, one ideal, until, from the chaotic condition of our educational systems, we shall succeeed in evolving a uniform scheme of education, enforced by a perfectly co-ordinated administrative hierarchy.

SOME REFORM MEASURES.

FRANK H. SHORT.

Before starting in it might be well to say, that this morning, coming up on the train—I am going to talk just as I please, for I never had an audience that was safer—this morning as I was coming up on the train, after getting up a little later than usual —about four o'clock—I generally get up about half past three—I was meditating on the wonderful progress and advancement of the century that is about to end, and in which I have spent most of the active part of my career, and as I meditated upon the things we have invented, and the things we have discovered, and upon what a wonderfully progressive and learned people we were, (measured by ourselves you know,) I heard a couple of gentlemen in the car discussing whether the century would end on next Sunday night or a year from then, and I was really constrained to wonder that this peculiar people of this peculiar century, so much more enlightened than all the people of the past, did not know when the century ended. I think you will, most all of you say that it will end a year from now, but I agree with the Pope that it will end next Sunday, for the Pope has been keeping the centuries ever since St. Peter quit.

I don't like to disagree with anyone, but I am of the opinion that we are never going to be able to reform any system or work, reform any politics, or work reform in school by doing the same old thing some other way.

Did you ever notice that every time something is radically wrong in the democratic form of government, the people say "go pass a law to correct it," and then they immediately proceed to violate that law.

The only danger that besets a free and democratic form of government is the danger of dishonesty. You take any intelligent, educated people in the world with fidelity and vigor, and they are invincible against any power except the power of their internal decay. I want to be respectful about this, for I don't want to tread on corns, especially school teachers' corns, but the suggestion I wish to make is this: Do you know there is one thing that every boy has to do ? It may be that he don't have to figure much, and if he makes a mathematical mistake, he will let somebody else correct it; we all need to know how to read, but I cannot read well enough to read my subject, and so deliver it extemporaneous. I suppose that you do not know all of the

curious names with which science has invested your anatomy, but still people who don't know it, get along just about as well as those who do. If you cannot speak any dead language, but are facile with your mother tongue you will worry along pretty well thru this world. There is one thing that every boy and girl will have to come to, and it is to discharge the duties of an American citizen, and if there is anything taught in a perfunctory and lame way to the boy and girl, it is the moral responsibility and intelligent judgment that is required of every citizen to do justice to himself and his contemporaries.

I would not change the system. I am an old fashioned democrat in some things, altho a republican in politics. What I think is this: You cannot reform these things by reforming the system; that if we have got as good a form of government as was given to us by our fathers, and administered as honestly, we will do well in this world, and perform our duty to our country. I don't believe in changing the system, but in putting the system right.

Someone, the other day, was talking to me about what wonderful progress we have made, and we have, but there are a great many things we will find out if we live over the next century. For instance,suppose we were going to re-adopt the laws of Moses. There has been some discussion as to whether those laws were inspired or not. That does not make any difference. You know Moses went up alone in the mountains to write the law, and there was not any lobby that could reach him, the political boss did not know where Moses was, and the telegraph lobby and telephone lobby and political influences of the country were out of the way, and Moses was up there to give the Children of Israel a little straight-forward, honest law, and he wrote them on tables of stone, and when you are admiring the civilization of the nineteenth century, I want to call your attention to the fact that the old ten commandments, written on stone, tho a slow way—that the old ten commandments, written by Moses four or five thousand years ago (I am not positive as to the time), that those laws absolutely comprise all that we know of right and wrong, and if everything else was blotted from the face of the earth we would have plenty of law left. I am talking to the lawyers now.

Someone speaking about the silver question said, "Agitate, agitate." If I was saying what was necessary in this country I would say "educate, educate," and teach every boy in this State that his greatest duty and responsibility to himself and posterity is to understand the duties of government and the responsibility of the citizen. You turn one boy out of your school who has that fine and old fashioned sense of honor, that if he is approached and someone wanted to buy his influence, pay him, as is frequently done, to go around and make speeches, telling American ctizens, for so much money, what they ought to do, he will say,

'no, I am either able to travel around and pay my own way or I am not able to make speeches at all."

It don't make much difference about the system. Let the sentiment of the community favor bossism, and even the schools will not be safe. Have the children in the homes and schools educated to understand that their greatest duty is honor and patriotism and to discharge their duties as American citizens. A democratic form of government depends entirely upon the spirit and sense of honesty and integrity of the people, and my idea is to keep that spirit, up and if you cannot do that, you will only prolong the life of an institution when it ought to be dead. I think you ought to go to work and do a little studying, tho I would not question your learning. Suppose two gentlemen would sit down before two teachers, as good teachers as any in the State, and start, after mature deliberation, to discuss some questions upon, perhaps, which the future of democracy depended; suppose they were discussing it intelligently, how many of the teachers know enough about the subject, and would concentrate their interest and stay for half an hour to listen to it? You are absolutely deficient of the first qualification of a good teacher in a democratic country, if you don't teach this.

As was suggested by the State Superintendent, we are entering upon new and enlarged duties. I hope—I do not say expect—that we will discharge those duties as well as we predict. I am speaking in as dead earnest as I ever talked in my life. Just for an illustration: I want to call your attention to something that happened the other day. I don't believe it is true that politics, as such, dominates the public schools—in the country, at least. There are places in some of the great cities, no doubt, where politics have an influence upon the free schools, but it is not true of the country schools of California. Politics disposes of nearly everything else.

Dr. Brown suggested that we keep politics out of the school. I would suggest that it be kept out of the churches, and in justice to the schools, I will say that there is no "North" Methodist or "South" Methodist schools. Now for the suggestion: Some time ago in the recent history of this country, it was the first time, in fact that the American people had ever been electrified by a great victory outside of this conntry. A gentleman, by the name of Dewey, an American citizen, thousands of miles away from home in the command of a few faithful men and sound ships, sailed into a foreign port, and without going into detail, as the details are well known, achieved a victory that redounded with everlasting honor upon himself and every other citizen, and brought new duties and new responsibilities, for the time being at least, under our jurisdiction and government; and some of our enthusiastic friends who think everything is going to be beautiful,

said they would give to these people a Christain government, and pure and beautiful thoughts, and crowns for them all, perhaps. When this distinguished American citizen returned home, the first real returning hero, it was necessary to give him a reception, and an illustration of the kind of government we were going to give these people, and when he came to port in New York, he was greeted by a reception committee, among them a man who typified a practical politician, and does not know any party or country, and I do not refer to him as belonging to any party—the party who tolerates him belongs to him—but this man, two or three years before, had been an absolute fugitive from justice in the State of New York; he has growm disgracefully rich in the distribution of affairs; he represented all that was worst in the greatest State of the Union. That gentleman, by the name of Richard Croker, was selected to greet Admiral Dewey upon his return home.

When we go out and see men in authority who we know are all that is low, it is high time that those in charge of the educational institutions of the country should begin to take steps and measures to see that the rule of the political bosses of this country should end, and it can only end by the will of the American people. I say to you that we have read history and lived in vain unless the American people say that the system of the schools, and the administration of the law must be independent of the political boss; above all things, that he shall not come within the confines of the court room or the school.

Just an illustration further: There were some judges—and I think I have a right to trespass on my own profession a little—there were some judges in New York, stated that they had paid as high as $10,000 for nomination for judge. A man who would buy a nomination, would sell a decision from the bench, and a man who would sell a decision from the bench would rob the poor.

We have got to face this thing, and that is why I left my business and came down here to speak to you.

I think we have the greatest responsibility ever vested in any people. Do you ever think of it? There never will be again, on this earth, such new territory as opened up to these fathers and mothers of ours who came to these shores. Never again in the history of the world will there open up a new territory for the inhabitants and for the benefit and use of mankind. Neither do I think there will come a race superior in manhood. If we, after having these things bestowed upon us, if we are at the behest of greed and avarice, if we, I say, should falter and fail in the performance of our duty, by what stretch of the imagination can we expect the rising generation to perform their duty. It is understood we are not upon trial for this generation. We are not upon trial for the Anglo Saxon race, but for human liberty, for mankind, and for all time, and the question is, are we equal to the duty? I thank you.

SOME GENERAL CONSIDERATIONS.

BENJAMIN IDE WHEELER

President of the University of California.

My position as a newcomer among you reminds me that if I should undertake to tell you precisely what you have got to do in order to get rid of the various "octopuses" that exist in this State, I should be of all men most fatuous. I am not going to undertake that just now, but I am going to say some things that occur to me as safe things to say; they are going to be very simple—so simple, in fact, that I wonder if it were better not to say them at all.

There is no doubt about it that we have politics among us, and there is no doubt that we are going to have politics for some time to come. I have heard no one say anything good of politics this afternoon. I am sorry. It is thru politics that we are governed. I am afraid a great many of you would not be complimented by being called "practical politicians." I am afraid it is your ambition not to be politicians. I am sorry for that. We ought all to be politicians who are American citizens. I am a politician. I have been a politician ever since I was twenty-one. At the first caucus in my ward after I was twenty-one I was present and was made secretary. Since that time I have never once been absent from a caucus when it was possible for me to be present, and I think always endeavored to go prepared for some intelligent action. I can frankly say I believe in politicians and politics. They have their place.

When this government was instituted, the fundamental scheme was adopted in a sentiment of distrust. The colonies had been hard dealt with by George III, and the people wanted no more of such arbitrariness as they had experienced. A governmental plan was therefore established, which involved a system of "checks," as we call them, a system of checks making high-handed and arbitrary dealing impossible; but as time went on the practical experience of managing affairs, and the increasing complications of government proved that in the interest of "transacting business" some system was necessary which should at least on occasions nullify the action of these checks, and hence was organized the form of political procedure which we nowadays recognize as party organization. Party organization was in its development adapted to the linking together in co-operative

action of the various departments of government. The introduction of this system of government by party, which was not contemplated by the founders, has brought unquestionably various dangers, but has also brought unquestioned good. There can in any case be no doubt that it has introduced far-reaching changes into the organization of the whole governmental system.

The very fact that party organization represents features of government not recognized in the constitution and the laws, has made, to a very considerable extent, participation in politics an object of distrust and odium to great masses of our citizens. A very considerable body of our patriotic citizens have from the beginning regarded party organizations as something unworthy of recognition because extraneous and apparently arbitrary. It is noticeable that at the present day party organizations are generally shunned by the best classes of our citizens, and that the words "partisanship," "party politics," and "politician," rest under a clear taboo.

This situation I regard as unfortunate. I regard it also as unreasonable. Whether we like politics or not, whether we like the idea of party government or not, the fact is that parties and party organizations are a constituent, though extra-constitutional portion of the governmental mechanism. The Constitution does not say anything about party organizations and party leaders. Nevertheless, they are facts, actual facts of government. Were they taken from us to-day, we should scarcely know how to proceed in the working of our government. They are facts, and the sooner we recognize this, the better for us. There is no sin in politics, but the great sin is in the "mixing up of things." The great trouble is that politics and politicians have come to meddle with things and manage things that they cannot properly attend to because they cannot understand them. Our situation as a people and a government has become vastly more complicated than was originally expected. The old democratic system of taking a vote about everything will not work everywhere and at all times, and I do not regard it as treason to say so. The voice of the people is not the voice of God at all times and for all purposes. The people make great blunders when they are called upon to pass judgment concerning things they know nothing about. The place to observe the perfect workings of the old democratic scheme was in a Massachusetts town-meeting. The voters had before their eyes and their experiences all the subjects upon which they were called to vote. They knew about the contemplated repairing of the roads. They knew about the school and the school teachers for which they voted money. Everyone of those who were called upon to vote was more or less concerned in all the activities which the life of the town brought into being. Everyone could shoe a horse, hoe potatoes, mend roads, shingle a barn and exhort in a prayer-meeting. Everyone was therefore more

or less a judge of the various activities of the town life. Everyone knew everybody else, furthermore, and therefore everybody was competent to aid in the selecting the various officers of the town. Inasmuch as no one was peculiarly a specialist, one was about as good as anyone else, for one was about as well qualified for an office as another. As a general thing, I would say, give the American people something to vote about that they understand, and you can trust them. The most dangerous situation that can arise in American politics is when the real issues are beclouded, and the people do not understand what they are voting about. It is a common trick of parties to produce a condition like this. Furthermore it involves a great danger when the people are called upon in masses to decide questions which righteously deserve only expert judgment.

We have found out in our government of the great modern cities that it is impossible to expect the average citizen to vote intelligently on those things which the Massachusetts farmer of olden time could most easily deal with. The modern complications of pavement, electric lighting and sewerage, the highly elaborated mechanism of schools and education are too much for the individual citizen intelligently to follow and comprehend. In many cities it has been found possible to isolate work requiring special knowledge, such as I have mentioned, by means of special commission. For instance, a committee of five citizens of business experience and universally recognized probity is able to attend to a work like putting in a new system of sewerage, or creating new streets, far better than a board of aldermen can do it, or any official directly dependent upon a board of aldermen. By reason of such a commission the expert processes involved in the peculiar work in hand are thoroly isolated from the action and activity of political procedure. Democracy cannot deny that it is dependent for its success upon the recognition of these expert processes. It cannot be a success without it. Human life is getting too complicated for the individual voter to be able to follow it in all its details. From the very beginning the United States government has recognized the professions of the Military and Naval service, and has tolerably isolated them from the action of politics. It is a well understood rule that officers of the Regular Army and of the Navy shall not participate in politics or proclaim political opinions. In the Treasury Department at Washington you will find nowadays the clerks are experts. They are kept there as experts. No business interest in the world is conducted more economically and more honestly than the business of the Treasury at Washington. This was not always so. We have, however, made a great gain in recent years by the entire isolation of this work from the action of politics. We shall soon find out that our Foreign Service demands expert knowledge, that our consuls and diplomatic agents must be something more than politicians,

must have done something more than to serve in the political traces at home. The reason is that we are now becoming an exporting country, aud our merchants will require expert service in aiding the extension of our trade.

The business of teaching is rapidly coming to be expert business. Teaching is getting to be a profession. It is not yet universally recognized as such. There are many people scattered up and down thruout the country who will believe that almost anybody can teach a district school. They think it a proper way of giving a living to the daughter of some one of the prominent men of the community until she shall get married, or of helping the boy until he can get something ahead and be able to read law. The old-fashioned idea frequently finds its expression in the Philistinian words: "There are plenty of good men to fill any place open in this country. The country is full of them." This is the general attitude of that life, now well-nigh past, which refuses to accept the expert knowledge and the specialization which is the essential characteristic of modern life of the urban type.

It certainly is not a question that need be discussed before this audience, whether we should have expert teachers. The profession of teaching demands an acquired skill which is the result of practice and habit, just as the artist has skill that comes with the practice of art. Teaching is more an art than it is a science, tho it is both. We must have artists in the teacher's chair. Now I take it to be a fundamental principle in the selection of experts, that only experts can be the judges. The safest way to secure the cause of professional excellence, I believe, and at the same time the interests of the people who wish to make use of professional excellence, is to put and keep the selecting power, as far as possible, in the hands of the specialists. I do not think that, for instance, the methods of having superintendents of schools selected by the people is safe or good. I recognize the necessity of keeping all our institutions "near the people." Especially desirable is it that the people should maintain their interest in their institutions thru the consciousness that they are their own. I would not, however, ask them to make so important and difficult a selection as that involved in the choice of a school superintendent. Leave this to boards. Give the superintendents the initiative in all appointments. Let the board confirm them. Let the position of superintendent be a permanent one, except when good and definite causes for removal can be stated. I cannot see how the professional man can afford, as things are now, to undertake such a position as a superintendency. Fortunately we have in this State a very excellent body of superintendents, but we are subject to the continual risk of mixing up educational matters with the routine and mechanism of political matters which belong to an entirely different province, which, I

might say, are not resolvable into terms the one of the other. We are dealing here with things about which we cannot trifle. They are sacred things. I believe profoundly in popular government. I am glad that I live under such a government. There is nothing I know of in the world so good as this country of ours, and therefore it is that I want to see its institutions preserved, and its great experiment a success. Conditions are continually changing as civilized life takes on new forms, and we must adapt our institutions to the conditions.

If there is rottenness in the schools, there will be rottenness everywhere. We cannot afford to have men and women put in a position of responsibility, of solemn responsibility, such as the teacher's chair is, who are not devoting themselves unselfishly and with singleness of purpose to the task of training character and developing manhood in those they teach. We are not engaged simply in the task of imparting knowledge to students. I very much doubt whether knowledge is power at all. We are engaged in the task of communicating life to pupils, life intellectually, life morally, that is to be the great hope of national life. We are engaged in a great experiment, and whether that experiment succeeds or not will depend largely upon the singleness of purpose, the purity of life, the clearness of mind, the nobility of character, that characterizes those who are set to teach in our public schools. May God help them to do their duty, which is a great duty. If the schools are not clean, the State will not be clean, for the schools are the source from which the life goes out into the community and the State. I return to the point at which I began. There is nothing nobler than to be an American citizen. There is no higher responsibility than is involved in the performance of the duties of an American citizen. It is a duty that calls upon us to be in politics incessantly and earnestly. If one is an American citizen he can never be "out of politics" and be right. But the method by which government is conducted thru the activities of politics is not applicable to the expert processes which society must needs maintain. We must, therefore, keep things apart that belong apart. "It is the mixing up of things that is the great bad."

Report of the Sub-Committee

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California Educational Commission

Submitted April 12, 1900

No. 5.

Members State Educational Commission.

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ALDEN ANDERSON, Suisun.
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G. W. BEATTIE, Berkeley.
SAMUEL T. BLACK, ex-State Superintendent, San Diego.
H. M. BLAND, San Jose.
Miss NELLIE BOYD, Fresno.
Dr. NORMAN BRIDGE, Pasadena.
ELMER E. BROWN, Berkeley.
JOHN E. BUDD, Stockton.
FREDERIC BURK, ex-President State Teachers' Associat'n, San Francisco.
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R. H. WEBSTER, San Francisco.
H. WEINSTOCK, Sacramento.
BENJAMIN IDE WHEELER, President University of California, Berkeley.
E. B. WILLIS, Sacramento.

To the Educational Commission of the State of California:

Gentlemen—The sub-committee appointed to outline matter for your consideration, during the meeting that convenes Thursday, April 12, 1900, adopted the following:—

"*Resolved*, That we recommend to the Educational Commission the following order of business:—

"(1) The consideration, in general terms, of the report of this sub-committee, the several items being taken up as printed *seriatim;*

"(2) The appointment of committees to embody, in the form of proposed legislative enactments, the several measures which the Commission shall approve;

"(3) A later session of the Commission to be held in the ensuing fall, to which these committees shall report; the measures so reported to be then put in final form for presentation to the Legislature."

The following is a synopsis of the recommendations approved by the sub-committee.

Certification of Teachers — Duties of County Boards of Education.

I.—Certification of Teachers.

1. No changes should be made that impair the validity of existing certificates, and such certificates should be renewable as heretofore.

2. Statistics show that the formal examination as a basis for certification is becoming obsolete, and that the credential basis is rapidly increasing in favor. Also, that our professional training schools are supplying as many teachers as the schools require.

3. The large excess of certificated teachers in the State makes it practicable to raise the requirement for teachers' certificates.

4. (*a*) High-school certificates should be issued on credentials only; (*b*) Elementary, kindergarten, and special certificates should be based on credentials, or on examination in accordance with higher standards than now prevail; such examinations should be held not oftener than once a year; (*c*) The issuance of primary certificates and of educational diplomas should be discontinued.

II.—Duties of County Boards of Education.

In addition to present duties, members of the County Board should assist the Superintendent in the work of school supervision and receive additional compensation therefor.

Leader of Discussion —
County Superintendent ROBT. FURLONG, San Rafael.

Definition of Grades — Relations of High Schools to the State — Relations of High School, Grammar, and Primary Grades to One Another — Constitutional Amendments Concerning State School Moneys.

We would respectfully report that we have considered these several topics, and find them closely connected one with another. The most urgent question with reference to the gradation of our schools is the question as to where the grammar school shall end and the high school begin. The practice in the several counties varies considerably with reference to this point, but we believe a large majority of the school children in the State are to be found in districts in which the ninth grade is counted as a part of the grammar school. In this, California differs from the best usage of the country at large, which treats the ninth grade as belonging to secondary education. There is even a strong disposition in progressive communities in the East to treat the eighth grade, or even the seventh, as a part of the secondary school. It should be noted that this tendency does not represent an effort simply to give a

larger place to the literary and scientific courses of the high school, but that it is also connected with the growing interest in technical training for pupils who do not go to the high school and in many instances do not complete the grammar-school course.

The disposition in California to lengthen out the grammar school unduly puts us at a disadvantage as compared with other sections of the country which are more free to adopt improvements in this stage of instruction, and it is well known that the California practice in this regard is the outcome of the clause of Article IX, Section 6, of the State Constitution, which provides that "the entire revenue derived from the State School Fund, and the State school tax, shall be applied exclusively to the support of primary and grammar schools." Such a provision is not found in the Constitution or the statutes of other leading educational States of the Union. Its effect is to extend the term "grammar school," and the type of instruction proper to grammar schools, as far up the scale of our grades of instruction as they can be pushed. It prevents the consideration of questions relating to these grades on educational grounds, and compels the consideration of such questions instead on purely financial grounds. In order to remedy this unfortunate condition, your committee recommends that the Constitution be amended by substituting one of the following forms for Article IX, Section 6:

FIRST PROPOSED SUBSTITUTE FOR SECTION 6:—

"*The public-school system shall include primary and grammar schools, and such high schools, evening schools, normal schools, and technical schools as may be established by the Legislature, or by municipal or district authority.*"

SECOND PROPOSED SUBSTITUTE FOR SECTION 6:—

"*The public-school system shall include primary and grammar schools, and such high schools, evening schools, normal schools, and technical schools as may be established by the Legislature, or by municipal or district authority; but the entire revenue derived from the State School Fund, and the revenue*

derived from taxes collected for primary and grammar schools shall be applied exclusively to the support of primary and grammar schools. The revenue derived from taxes collected for high schools and technical schools shall be applied exclusively to the support of such schools."

We beg leave to remind you that the whole effect of such a constitutional amendment would be to remove a limitation now placed on the action of the Legislature. *Until this limitation is removed it is of no avail to recommend improvements in the gradation of our schools at this most vital point.* If the people shall approve of such constitutional amendment, it will then be in place to propose whatever legislation the purely educational interests of these grades in the schools may seem to call for. It cannot be too strongly emphasized that the sole object of the amendment as proposed is to render possible an educational rather than a commercial consideration of the questions involved.

Leader of Discussion —
Professor ELMER E. BROWN, Berkeley.

A Governing Board for Normal Schools, and Requirements for Admission to such Schools.

I. In order to remove the Normal Schools from political interference, they should be placed under the control of a Board of Regents, free from partisan, sectarian, or sectional bias. The members of such a Board should have a long term of office.

In view of the present constitutional provision limiting the length of term for all appointive boards a constitutional amendment is recommended providing for a Board of Regents for the Normal Schools, prescribing the manner of appointment and fixing term of office.

II. The qualifications for admission to the Normal School should be the completion of a high-school course or its equivalent.

Leader of Discussion —
Mr. R. M. SHACKELFORD, Paso Robles.

Method of Selecting the Superintendent of Public Instruction.

Any change should be in line with the best tendencies in American education. American society does not favor different school systems for different ranks. It provides for the administration of higher institutions of learning with a view solely to their educational functions. Such institutions are made responsible to public opinion, but in an educational way only. The same principles should control in schools of lower grade.

The election of the highest official in the State system of public schools should be taken out of party politics, and his responsibility to the public should be purely educational.

Nomination for the office of Superintendent of Public Instruction should be made by a non-partisan *educational* body, and not by party conventions. At the same time the present provision for nomination by popular petition should be left unchanged.

Leader of Discussion —
Professor ELMER E. BROWN, Berkeley.

Time of Electing School Trustees and Appointing Teachers.

I. In order that harvest duties need not interfere with attendance at school elections, such elections should be in the month of April.

II. Boards of Trustees should be required to meet on or before the fifteenth day of June of each year, except in districts consisting of a city and county, and elect teachers for the ensuing year; and upon failure to do so, the teachers already employed should continue as such for the following year.

Leader of Discussion —
County Superintendent J. W. LINSCOTT, Santa Cruz.

Compulsory Education.

The present law in California is practically incapable of enforcement. A new one should provide for the following:

1. Local option in the enforcement of the compulsory features, and the organization of truant or parental schools.

2. That the expense of maintaining truant or parental schools, other than for instruction, be paid from funds other than the State or county school funds.

3. If possible, the power to commit to a truant or parental school, without the consent of parents, should rest with school officers rather than with the court, to the end that the criminal idea may be eliminated as far as possible.

Leader of Discussion —
City Superintendent J. W. McCLYMONDS, Oakland.

Attendance of Trustees at Teachers' Institute.

It is recommended that one half-day session of the County Teachers' Institute in each county be designated by law as "Trustees' Day," and that the programme be so arranged that matters relating to school administration shall then be discussed.

Leader of Discussion —
Mr. R. M. SHACKELFORD, Paso Robles.

Concentration and Supervision of Rural Schools and Transportation of Pupils.

The present system of school maintenance has secured to our State a most excellent system of rural schools, and has provided the means whereby sparsely settled communities have been able to maintain a good school. In providing for the needs of the individual school the system has tended to increase the number of small districts unduly. Many of these schools could be concentrated into one union school, provided funds for the maintenance of such schools could be retained.

Your Committee has drafted an act which, without disturbing the present system of apportioning funds, will permit the union of these small rural schools for the improvement of school conditions.

The proposed act, which is permissive and not obligatory, also provides for transportation of pupils and for supervision of rural schools.

A fuller report on this subject will be presented by
Professor ELLWOOD P. CUBBERLEY, Stanford University.

Technical Education.

The need of manual training in the elementary schools, and of technical schools of secondary grade, is obviously among the most urgent which the Educational Commission can consider. It would do more harm than good to have such instruction introduced on a low level of efficiency; but technical training of the highest degree of excellence is extremely desirable. Without change in existing statutes, such instruction may be introduced into the schools. It is for the Commission to consider how it may be encouraged and rendered efficient.

To this end, it is proposed that the manual training departments of the State Normal Schools be fostered and strengthened; that both cities and counties be empowered to employ expert supervisors, or deputy superintendents, to direct instruction in the manual arts; and that provision be made for State aid to county technical schools of secondary grade. Such State aid cannot, it would seem, be extended under existing constitutional provisions. This consideration gives added emphasis to the recommendation already adopted by the sub-committee, and previously approved by the State Teachers' Association, with reference to the amendment of article IX, section 6, of the State Constitution.

Leader of Discussion —
Professor ELMER E. BROWN, Berkeley.

State Text-Books.

In view of the constitutional provision requiring the State Board of Education to compile, or cause to be compiled, a series of State school text-books, and in view of the conflicting opinions regarding the best method and plans for securing text-books, your Committee contents

itself with submitting the fact that it is the opinion of the educators of this State that the present series of school text-books is not up to the high standard of excellence demanded by the needs of the teachers and the school children of California, and that we look to this State educational commission to suggest ways and means to solve this difficult problem.

Respectfully submitted,

THOMAS J. KIRK, *Chairman.*
G. W. BEATTIE, *Secretary.*
J. W. McCLYMONDS.
ELMER E. BROWN.
ELLWOOD P. CUBBERLEY.
J. W. LINSCOTT.
ROBERT FURLONG.
R. M. SHACKELFORD.

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No. 6.

GEORGETOWN COLLEGE JOURNAL.

REQUIREMENTS FOR THE EFFICIENT ADMINISTRAT EDUCATIONAL INSTITUTION.

KEEPING pace with the increase of educational institutions goe of the scope of their work. Buildings, equipments and sizes of would have been regarded as phenomenal a decade ago, are now con ties. Vast sums of money are donated to schools; more is wanted, a be obtained. Never has the outlook for educational institutions seen

In view of this pleasing prospect it seems almost ungracious in th gest that in some respects retrogression has ensued. Yet he belie majority of schools certain defects exist which will ever retard real futile at times the most earnest efforts of the teaching body and caus of funds. To point out the origin of these defects, to show how to of them, and diminish the effect of the others, is the object of this p

Let it be clearly understood that the writer has no desire to criticis person or institution. Neither does he lay claim to infallibility, nor dogmatizer. His sole intention is to present for consideration ar cussion of facts and methods.

The old European universities were controlled by the Church; hen of men who defined their policy was to advance the interests of thei naturally limited the scope of their work, but it had one pre-eminent men in control were high ecclesiastical dignitaries, well educated, th in contemporaneous affairs, cognizant of the needs of the Church, a to train men to champion the cause of which they themselves w defenders.

Modern institutions follow a plan similar in appearance, but wh reality, and in this fact the writer sees the origin of most of the trou our schools to-day. We retain the governors or trustees, but we ha attribute which made them a glory to the old schools—devotion to less intense than their devotion to religion.

The object of all education is to train the faculties of the student humanities and the sciences and to fit him to become an upright ci wn living. The necessary qualifications of men who gove wasted ution would therefore appear to be: (1) They must have

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No. 7

NINTH ANNUAL REPORT

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

OF THE

1892

West Education Commission

P.2239

CHICAGO, ILLINOIS.

OCTOBER, 1889.

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GRAND AND UPRIGHT PIANOS.

By the use of the "MASON & HAMLIN PATENT STRINGER" these P
are capable of remaining in tune three times or four times longer, an
are very much more durable than is possible with the use of
the confessedly weak and unsatisfactory "Pin Block"
System. They are also characterized by

Remarkable Purity and Refinement of Tone,

Unusual Delicacy of Touch and Action,

Great Capacity for Remaining in T

From Prof. F. B. RICE, Warner Hall, Conservatory of Music, Oberlin, (
May 1, 1887.

It affords me great pleasure to say a word in regard to the pianos that we purcha
you more than a year ago. They have had severe use, and have stood the test in a most
factory manner. It is easy to see that our students prefer them to any pianos we have, a
have instruments from eight or ten other manufacturers. Our tuner told me a short tin
that we had nothing that began to equal the Mason & Hamlin Pianos for staying in tune
touch is very free and pleasant and the tone excellent. F. B. RIC

From W. C. E. SEEBOECK, the eminent Pianist and Composer.

Having carefully examined and used at many concerts the Mason & Hamlin Gran
Upright Pianos, it gives me pleasure to say that in many respects I find them unequalled.
are characterized by a peculiarly pure and musical tone of great carrying quality, and re
with equal promptitude to the most delicate or powerful touch. The repeating capac
these pianos renders them delightful to the artist, and I congratulate you on the succe
have attained. W. C. E. SEEBOEC

From ROBERT GOLDBECK, the eminent Pianist and Composer.

The Mason & Hamlin Upright Pianos are characterized by peculiarly bright, pure
sical tones, while the action is delicately responsive and capable of quickest possible
tition. The extraordinary durability and capacity for sustained pitch secured by their pe
construction are invaluable. As a whole, these pianos are certainly worthy of highest
mendation. ROBERT GOLDBEC

Endorsed by such eminent Artists and Musicians as

S. B. MILLS, W. H. SHERWOOD,
ANGELO DE PROSSE, W. S. B. MATTHEWS.

CABINET ORGANS

THE STANDARD OF EXCELLENCE

For Parlor, Church and School U

Sold for CASH or EASY PAYMENTS.

MASON & HAMLIN ORGAN AND PIANO CO.,

155 Tremont Street, BOSTON. | 46 E. 14th st. (Union Square) NEW YORK. | 149 Wabash Av CHICAGO.

NINTH ANNUAL REPORT

OF THE

New West Education Commission,

CHICAGO, ILLINOIS.

OCTOBER, 1889.

CHICAGO:
S. ETTLINGER, PRINTER.
1889.

No. 7

NINTH ANNUAL REPORT

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

OF THE

W West Education Commission

P.2239

CHICAGO, ILLINOIS.

OCTOBER, 1889.

CHICAGO:
S. FITTINGER, PRINTER.
1889.

New West Education Commission.

PRESIDENT,

HON. WM. E. HALE.

VICE-PRESIDENT,

REV. SIMEON GILBERT, D. D.

DIRECTORS.

TO SERVE ONE YEAR,

REV. G. S. F. SAVAGE, D. D.
REV. SIMEON GILBERT, D. D.
REV. E. F. WILLIAMS, D. D.
REV. G. B. WILLCOX, D. D.

TO SERVE TWO YEARS.

J. H. HOLLISTER, M. D.
MR. FRANCIS BRADLEY.
MR. WM. H. HUBBARD.
MR. J. H. CLOUGH.

TO SERVE THREE YEARS.

MR. W. E. HALE.
MR. C. J. HURLBUT.
MR. DAVID FALES.
MR. M. F. PROUTY.

RECORDING SECRETARY,

REV. G. S. F. SAVAGE, D. D., 151 Washington Street.

GENERAL SECRETARY,

REV. CHARLES R. BLISS, 151 Washington Street.

ASSISTANT SECRETARY,

MR. GEO. M. HERRICK, 151 Washington Street.

TRUSTEE,

MR. E. W. BLATCHFORD, 70 North Clinton Street.

TREASURER,

MR. WILLIAM H. HUBBARD, "The Rookery,"

AUDITOR,

MR. THOMAS TEMPLETON, 200 Adams Street.

BOSTON OFFICE,

6 Congregational House.

SPECIAL AGENT,

REV. S. S. MATTHEWS,

MISS LUCIA A. MANNING, Agent in Charge.

SUPERINTENDENTS IN THE FIELD,

MR. ISAAC HUSE, JR., Salt Lake, Utah.

REV. E. LYMAN HOOD, Albuquerque, N. M.

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Report was received and adopted.

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Meeting closed with prayer by J. H. Hollister, M.D.

G. S. F. SAVAGE, *Rec. Secretary.*

SOCIETIES THAT CO-OPERATE

WITH THE

New West Education Commission.

WOMAN'S HOME MISSIONARY ASSOCIATION.

Office, Congregational House, Boston, Mass.

President ..... MRS. ALICE FREEMAN PALMER.
Secretary ..... MISS NATHALIE LORD.

CONNECTICUT WOMAN'S HOME MISSIONARY UNION.

Office, Hartford, Ct.

President ..... MRS. LUCY A. BRAINARD.
Secretary ..... MRS. S. M. HOTCHKISS

VERMONT WOMAN'S HOME MISSIONARY UNION.

President ..... MRS. J. E. SWIFT, 167 King St., Burlington.
Secretary ..... MRS. E. C. OSGOOD, 14 First Ave., Montpelier.

NEW YORK WOMAN'S HOME MISSIONARY UNION.

President ..... MRS. W. KINCAID, 483 Greene Ave., Brooklyn.
Treasurer ..... MRS. L. H. COBB, 59 Bible House.

OHIO WOMAN'S HOME MISSIONARY UNION.

President ..... MRS. J. C. W. COWLES, 417 Sibley St., Cleveland.
Secretary ..... MRS. FLORA K. REGAL, Oberlin.

ILLINOIS WOMAN'S HOME MISSIONARY UNION.

President ..... MRS. B. F. LEAVITT, 409 Orchard St., Chicago.
Secretary ..... MRS. C. H. TAINTOR, 151 Washington St., Chicago.

MICHIGAN WOMAN'S HOME MISSIONARY UNION.

President ..... MRS. GEO. M. LANE, Detroit.
Secretary ..... MRS. LEROY WARREN, Lansing.

WISCONSIN WOMAN'S HOME MISSIONARY UNION.

President ..... MRS. HENRY A. MINER, Madison.
Secretary ..... MRS. C. MATTER, Broadhead.

MINNESOTA WOMAN'S HOME MISSIONARY SOCIETY.

President ..... MRS. E. S. WILLIAMS, 1729 11th Ave. S., Minneapolis.
Cor. Secretary ..... MISS GERTRUDE A. KEITH, 1350 Nicollet Ave., Minn.

KANSAS WOMAN'S HOME MISSIONARY SOCIETY.

President ..... MRS. S. D. STORRS, Topeka.
Cor. Secretary ..... MRS. GEO. L. EPPS, Topeka.

IOWA WOMAN'S HOME MISSIONARY UNION.

President ..... MRS. T. O. DOUGLASS, Grinnell.
Secretary ..... MISS ELLA E. MARSH, Grinnell.

NORTH DAKOTA WOMAN'S HOME MISSIONARY UNION.

President ..... MRS. DR. CLEVELAND, Caledonia.
Secretary ..... MRS. SILAS DAGGETT, Harwood.

SOUTH DAKOTA WOMAN'S HOME MISSIONARY UNION.

President ..... MRS. A. H. ROBBINS, Bowdle.
Secretary ..... MRS. W. R. DAWES, Redfield.

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that they who can control and shape those processes, in their earliest stages, in the interest of Christian civilization, will in the final result erect churches and establish all other desirable religious and social institutions. It therefore leaves oral preaching and specific church building effort to other agencies, and addresses itself to the elementary and fundamental work of education. In doing this it seeks to follow well settled laws of mind. It believes in thorough intellectual drill. Convinced that ignorance and inherited unbalanced qualities and torpid moral faculties are evils that will never yield to intermittent and superficial effort, it selects the best trained teachers, and insists that they shall expend their most exhausting toil in the endeavor to find and use the intellectual and religious keys to the young natures committed to them. While granting that much good may be done by external and miscellaneous effort, it yet makes the school room the grand centre of labor. Into that school room it brings—together with the reader, the grammar and the arithmetic—the Bible, the prayer, the prayer-meeting, the Sabbath school, the Christian Endeavor society; and seeks through systematic effort addressed intelligently to each faculty of every child, to develop all the best elements of human character, and bring out the image of Jesus Christ.

It does not confine its effort to the child and the primary school. It holds that the old New England Christian Academy is an institution so exactly adapted to the religious needs of youth, so tributary to the life and growth of churches, and so beneficent in its influence upon the tastes and morals of society, that it becomes a missionary agency and instrument of great power, and worthy to be the object of the prayer and sympathy and benefactions of all Christians. Especially does it see that in regions where churches are few and small, and the laws of morality are lax, and irreverence like the blast of a furnace seems to scorch human life, and engrossing worldliness robs men of spiritual feeling, and the models of action are poor, and the ends of ambition are ignoble, many of the young will enter upon hopeless careers unless by some agency the generous doors of academic opportunity shall be thrown open to them. It does not forget that the conflicts of character whose issues curse or bless society and fix personal destiny are often, perhaps generally, decided in boyhood and girlhood, and for the sake of the boys and girls, and of society of which they

the face of the tremendous needs of the field, the success and increasing opportunities of our schools, the contributions of our churches are not much greater. We trust that Christians and patriots will largely augment the resources of the Commission for the year upon which we are entering."

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G. S. F. SAVAGE, *Rec. Secretary.*

TABLE NO. 5.

FINANCES.

Total Receipts for three years ending Aug. 1, 1889	$	191,248.04
Total Receipts for three years ending Aug. 1, 1886		160,159.21
Excess of Receipts in the last three years over the former	$	31,088.83
Receipts of the last three years	$	191,248.04
Compared with expenses for same time		200,884.38
Indebtedness	$	9,636.34

EXPENSES FOR THREE YEARS ANALYZED.

For Academies, Schools, Field Service, Scholarships	$126,884.64	
For Realties	44,202.27	
For Cost of Giving Information	17,503.20	
For Specific Cost of Administration	12,294.27	
		$200,884.38
Ratio of Cost of Administration	$ 12,294.27	6.53 per cent.
To Entire Expenses	200,884.38	

It is important to state that the Directors of the Commission, being deeply anxious to gain all possible information regarding the character, condition, growth, working and influence of our schools, appointed last spring one of the most discreet and discerning of their number, Rev. E. F. Williams, D.D., Pastor of the South Church in Chicago, their representative to visit Utah and New Mexico, and make a thorough survey of all the schools. They desired him to conduct, so far as possible, a personal examination of them, and observe the methods, spirit and success of the teachers; to institute external inquiries, and ascertain the nature and extent of the intellectual, social and religious influence exerted by the schools; to gain all possible knowledge concerning them as agencies and forces of Christian civilization, and make a detailed report with suggestions as to the future management and development of the work.

Dr. Williams accepted the trust, and spent several weeks in making a searching investigation of the schools. He visited all of them save three, and made himself thoroughly familiar with the localities in which they are planted, with their internal conditions and their spirit, with their relations to patrons and position in the community, with their influence as intellectual and religious centers, and their needs which changing conditions in both Terri-

tories make imperative. On his return, Dr. Williams made an extended, thorough and exhaustive report, a summary of the leading conclusions of which is hereto appended:

First. The general policy upon which the Commission has conducted its schools, from the first, has proved itself to be eminently wise, and cannot be radically changed without exposing to great peril the usefulness, and probably the existence, of the schools.

Second. The schools have always maintained, and now fully maintain, their character as Christian schools; such they have ever been, and such they still are.

Third. The teachers as a whole are distinguished for high intellectual attainments, rare conscientiousness and Christian devotion, and marked success as teachers of day and Sunday schools and leaders in Christian work; and the highly successful general administration of the schools attests the value of the labors of the Agent-in-Charge, Mr. Isaac Huse.

Fourth. The schools exert a very positive and far-reaching influence upon public education and upon reigning superstition and spiritual tyranny.

Fifth. The Academies are institutions of very great present and permanent importance. They are, without exception, admirably located and well managed. Their value and promise are so evident and so great as to demand for them a largely increased expenditure for new departments, for boarding houses and for additional accommodations.

Sixth. The Common Schools are serving an extremely important present purpose, and the introduction of public school systems is so uncertain, and probably distant, that new school houses should at once be erected in several localities.

Seventh. In the changes occurring in both Utah and New Mexico, bringing into play sharp competition, it will be necessary to strengthen the power and excellence of the schools as intellectual forces; more money must be expended, and a higher standard of education must be maintained in them.

Eighth. The intellectual quality of the schools must not be improved at the expense of their Christian character; hence new methods must be adopted to give to religious instruction larger scope and more direct influence.

Ninth. The work of the New West Commission as a whole, comprising its permanent Academies and its Common Schools, its Sabbath schools and Christian Endeavor societies, its religious services and pastoral work, is much wider in its reach, more extended and powerful in its influence, and far grander in its opportunities and its promise than the churches that sustain it, or than even the Directors of the Commission, suppose.

We have received from intelligent observers of our work many letters which contain opinions confirmatory of the views expressed in the report of Dr. Williams. These we have grouped in a general way as giving replies to several questions.

First Question. In what manner and to what extent have New West Schools affected the interests of public education in Utah and New Mexico?

EXECUTIVE OFFICE, SALT LAKE, Aug. 16, 1889.

DEAR SIR.—The schools of the New West Commission, equalling the best, have done a good work for Utah, are needed still, and will be for some time yet.

ARTHUR L. THOMAS, *Governor of Utah.*
ELIJAH SELLS, *Secretary of Utah.*

OFFICE OF THE COMMISSIONER OF PUBLIC SCHOOLS,
OGDEN, UTAH, Aug. 28, 1889.

MR. ISAAC HUSE:

MY DEAR SIR:—The Christian schools in this Territory have been of immense benefit in what might be termed redeeming Utah. Their superior excellence has caused them to take the lead, and wherever one of them has been located it has aroused the Mormons to much greater activity in school matters. Very much of the life now seen in the district schools is plainly traceable to the influence of the Christian schools scattered over the Territory. The time has not come when these schools should be closed, and it will not come (if ever) until the district schools shall have passed under the complete control of the more progressive element.

The New West Education Commission has wielded, and is now, wielding a most powerful influence for good in the Territory, and each year adds to the usefulness and power of its schools.

More of them would be a great blessing for Utah.

I am very truly yours,
JACOB S. BOREMAN,
U. S. Commissioner of Public Schools for Utah.

SALT LAKE CITY, Utah, Sept. 13, 1889.

These schools were planted in our midst at a time when we had no schools worthy the name.

The good they have accomplished is beyond computation. The good seed sown is already bearing fruit in abundance. Free public schools have been established by vote of the people in some of the wards of this city, and we confidently expect that after the election in February next our fair city will be under American rule. The "New West" now, as it has from the beginning, stands in the very first rank of the educational work in this Territory.

Yours truly,
M. B. SOWLES,
Gentile member of City Council.

CENTREVILLE, Utah, Aug. 27, 1889.

DEAR SIR:—You and the Directors of the Commission cannot realize the vast amount of good you are doing throughout Utah in the cause of education. Your schools have had a wonderful effect on the whole people. Not only have they impressed those who have attended them, but through the example, grace and diligence of your teachers, they have had a good effect on all the common affairs of life. Although the priesthood from the pulpit once called the teachers all the vile names imaginable, yet the teachers by their good works have forced these same men to refer to them as ladies and gentlemen.

But the enemy is alert. The Mormon church is building what they call Stake Academies in every county in Utah. Two are being erected in this county, (Davis), and both will be ready in a short time, and perhaps will be formidable to you.

Yours truly,
THOMAS J. BRANDON,
Probate Judge.

SALT LAKE CITY, Utah, Sept. 12, 1889.

DEAR SIR:—Having been a resident of Utah Territory for over eighteen years, I beg leave at this time to add my testimony to many others, of the value and efficiency of the Christian schools established by the different church

organizations, and more especially those of the New West Education Commission. To my mind they have been of incalculable value in educating the rising generation and breaking the power of the Mormon church; and I am sure it is the desire of every non-Mormon that your school system be strengthened and extended as fast as possible.

Yours truly,
HUGH ANDERSON,
Prominent Business Man.

PROVO, Utah, Sept., 1889.

The New West Education Commission has in my judgment done a noble and great work in advancing the moral and intellectual interests of Utah. The Commission should continue to increase their schools; there are too large a number of towns here in Utah without a good mission school. Let us have more of them.

Respectfully, F. F. BEE.

SALT LAKE, Utah, Sept. 14, 1889.

DEAR SIR:—Your schools are still doing powerful work for the enlightening of Utah. I am glad to add my influence in asking that they may be continued for several years at least.

The schools should be earnestly sustained by our eastern friends.

Yours sincerely,
P. H. LANNAN,
(Manager of *Tribune.*)

Our schools in New Mexico are not less useful, in the opinions of prominent men, as the following letters show:

EXECUTIVE OFFICE, SANTA FE, N. M., Aug. 19, 1889.

The work of the New West Commission has been so well known and beneficial in New Mexico and its vicinity, that it is a pleasure to bear witness to its efficiency and value. I have been familiar with it for the last nine years, during the whole or portions of which period, schools have been carried on in Santa Fe, Las Vegas, Albuquerque, Trinidad, Belen, Los Lunas and other points. The work has grown during this time until the number of pupils reached over 600 during the past year. The excellence of the instruction given is recognized generally by our people, and the moral influence of these institutions is an important factor in the progress of the Territory. The work has a specially valuable bearing in connection with the preparation of teachers whose services will be necessary as our public school system becomes better

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developed. I earnestly hope that you will not only be able to continue the work in the future, but to extend it to many other points in New Mexico.

Very truly yours,
L. BRADFORD PRINCE,
Governor of New Mexico.

LAS VEGAS, New Mexico, July 30, 1889.

It affords me great pleasure to testify to the uniform Christian character of the educational work being done by the New West Education Commission, as well as the high standard of intelligence that obtains in the schools I have been associated with under their management, both at Las Vegas and Albuquerque.

Should this work be encouraged until such time as New Mexico has an American population large enough to maintain a public school system, a great Christian work will have been accomplished, as their example must endure forever.

Very respectfully,
J. RAYNOLDS,
Banker.

Tillotson Academy was originally established at Trinidad, Colorado, because the town contained a large Mexican population. It has, however, become an Academy of high repute for American students.

TRINIDAD, Sept., 1887.

DEAR SIR:—I desire to express my high appreciation of the efforts of Prof. H. E. Gordon and his associates in advancing the interests of Tillotson Academy. It is a great pleasure to note the progress of that worthy institution. I most sincerely recommend it as an institution, progressive, ably and satisfactorily conducted, and worthy the esteem and support of all.

GEO. M. FORBES,
Wholesale Merchant.

PASTOR'S STUDY, FIRST BAPTIST CHURCH,
TRINIDAD, Col. Aug. 28, 1889.

DEAR SIR:—The first morning I attended the opening exercises of Tillotson Academy, I was delighted in observing the free use of the Bible, and to observe also the familiarity with which it was used. It is an encouraging fact in connection with the present strength and influence of the Academy that it has all grown up under the management of the present and only principal, Rev. and Prof. H. E. Gordon, whose *pronounced* and well-known teaching and attitude have been against intemperance with kindred evils.

B. F. LAWLER,
Pastor.

Third Question: Do New West Schools exert definite, uncompromising and powerful *religious influence, and secure religious results?*

In reply to this question we will first state a few facts, and add a few opinions of men who are familiar with the entire working and character of the schools.

First Fact. The New West teachers are missionaries, chosen and sent forth with that understanding, and, as a whole, are believed to be not excelled in Christian devotion and zeal for the conversion of souls by missionaries in any other branch of missionary service; and it is inconceivable that over one hundred and fifty teachers, moved by such motives, should have had access to the minds of eight thousand children and youth, some of them through a series of years, and ingress into four thousand families, without leaving many lasting and controlling religious influences.

Second The Bible has, and always has had, the place of chief honor and importance in every New West School. No concession abridging its use in a single instance within the knowledge or consent or belief of any officer of the Commission has ever been made. It is read or recited, with an accompanying prayer, in every school, every morning. Large portions of it, embracing the Commandments, the Beatitudes, many Psalms, and liberal portions of the prophetic writings and the Gospels, are learned in the day schools. Instruction from the Bible, enforcing not only the duties of truth-telling, honesty and pure speech, but also that of loving God and serving Him, is freely given in the day schools. In some of the day schools the Sunday school lessons are studied and reviewed. In all, or nearly all, many Christian songs are taught. Nothing in the New West schools surprises and pleases a Christian visitor more than the great amount of Scripture learned by the pupils. If the "Word of God" is indeed "quick and powerful," and if the "entrance of it giveth light," it is beyond all dispute that New West schools are exerting a power that will prove resistless in many a character and many a home.

Third. The life of Our Lord was last year studied by more than seventeen hundred pupils, under the personal instruction of New West teachers, and it is incredible that the central facts of

SALT LAKE CITY, Sept. 18, 1889.

DEAR SIR:—Mission schools in Utah have accomplished a great deal for the advancement of the Territory in every way. They have aimed at the only thing that could bring those already in Mormonism out of it, *i. e.:* the education of the youth.

My own business and my warm interest in the whole Mission work have brought me into close contact with all their lines of work. I do not hesitate to say that the New West has been a powerful agency for good in every place where its work has been started. I wish it was in the power of the Commission to put a school in every town in the Territory.

Yours truly,
C. H. PARSONS,
Sec'y of Utah Branch of the Bible Society.

UTAH, Aug. 11, 1889.

DEAR SIR:—The work of the Christian church in this community is through the young. The only way of access to them is through the schools. I am fully persuaded that the changes of sentiment we have seen here are largely due to the work and influence of these Mission Schools. Those of the New West Commission stand high among earnest workers in this line of effort.

Respectfully,
E. H. PARSONS,
U. S. Marshall.

LOGAN, Utah, Aug 18, 1889.

Times are changing, and more liberal sentiments are obtaining foothold in every settlement where Mission Schools have been established. Trenton school has been a green spot in the desert if there ever was one. The Mission Schools of Utah are doing more than all Congressional enactments could have done without them. The harvest is ripening; but now is the time to make a supreme effort and establish in this country more New West schools.

C. C. GOODWIN,
U. S. Commissioner.

OGDEN, Utah, Sept. 21, 1889.

DEAR SIR.—The chief hope for Utah lies in the rising generation, and the association of the young Mormons with Gentiles and the precepts inculcated in these schools are very beneficial to them in changing the doctrines taught them from infancy. The efforts of the New West Commission stand among the foremost in this good work. Let them be increased and extended if possible.

R. W. CROSS,
Probate Judge.

Third Question: Do New West Schools exert definite, uncompromising and powerful *religious influence, and secure religious results?*

In reply to this question we will first state a few facts, and add a few opinions of men who are familiar with the entire working and character of the schools.

First Fact. The New West teachers are missionaries, chosen and sent forth with that understanding, and, as a whole, are believed to be not excelled in Christian devotion and zeal for the conversion of souls by missionaries in any other branch of missionary service; and it is inconceivable that over one hundred and fifty teachers, moved by such motives, should have had access to the minds of eight thousand children and youth, some of them through a series of years, and ingress into four thousand families, without leaving many lasting and controlling religious influences.

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The writer of the following letter was the Founder and first pastor of the church at Ogden, under the the Home Missionary Society; and the administration of the Academy so highly endorsed is enjoyed by it still.

LONGMONT, Col., Sept. 17, 1889.

REV. CHARLES R. BLISS, CHICAGO, ILL.:

DEAR BROTHER.—I was for over two years stationed at Ogden, Utah. There were but three New West teachers there at that time in the Academy, Mr. and Mrs. Ring and Miss Ludden. I have never known any more faithful to the church than they. Their whole hearts were given to the church as well as to the school. Part of the time of my stay in Utah I paid occasional visits to Hooper and Lynne. The teachers were always anxious for the religious services, and did all in their power to make them interesting. I knew one case only in which there was not harmony between the teachers and minister, but the fault was not the teachers'. My own remembrance of the New West teachers is that of a most faithful, most earnest and most Christian company, with peculiar readiness to aid the churches or missions with which their schools were connected.

Sincerely yours,

H. E. THAYER.

The following letter is from a missionary pastor of the Park City church, who, during two years of most determined effort, saved that church from threatened extinction. Intimately associated with the Principal of our Park City School, who has been for a year at the head of the Provo Academy, he speaks of the spirit of co-operation that ruled in the school as follows:

PROVINCETOWN, Mass., Sept. 16, 1889.

DEAR BROTHER:—The New West Principal at Park City, and his assistant co-operated with me heartily in the prayer meeting and all other meetings, in the Sabbath School and in choir work, and also in all efforts toward raising money to pay the church debt and even toward raising my own salary, I have seldom found a man more ready to co-operate. He is governed, as I believe, by a Christian spirit—one sanctified by the Spirit of Christ. I state this from two years' experience in a most trying work to him and to me.

Fraternally,

ISAAC R. PRIOR.

The first Congregational missionary in Provo was Rev. A. R. Crawford, a faithful and earnest man, compelled by ill health in his family to retire at an early day from the field. He has this to say of the New West teachers, two of whom are still filling the places they long have filled so well in the Provo Academy:

a few preaching places look not in vain for their efficient support.

A full acquaintance with the schools as to the policy that guides them and their history during nine years, and the personal character and devotion of the teachers as a whole, emboldens us to declare that the grand ideal of Christian schools which has from the first been presented to the churches, has been fully maintained, and that the religious results actually reached have surpassed the just expectations of their friends.

The first letter attesting the truth of these declarations is from the Founder and first pastor of Phillips Church, Salt Lake City who, as a devout man and a strong and successful preacher, has not been surpassed in Utah. He was a missionary of the Home Missionary Society, and is now a pastor in Illinois.

PAXTON, Sept. 17, 1889.

DEAR BRO. BLISS:—You ask me if there is a secret indifference on the part of the Mormons to their church, and if so, what has produced it? There is a growing distrust of the truth of the Mormon religion especially in the minds of the young and more intelligent of the people. The greatest instrumentality to my mind in bringing about this condition is the Christian schools of Utah. The Christian teacher through the schools has exerted an influence on the minds of the young, and through them on the older people, that no other instrumentality could have accomplished. The teacher has had and will still have to prepare the way for the preacher. Teachers have gone into places and have won the hearts of the people in a way the preacher could never have done. In many places the only true conception the people have of the Christian religion is the example set them by some pious teacher. Never have I seen deeper and more genuine consecration, greater sacrifices or more efficient service rendered the cause of Christ, than in the lives and labors of the teachers of the New West Commission in Utah. I have visited and been closely associated with a number of their schools, and have found them to be models of their kind, and powerful centres of religious truth and influence. I worked for a year in the closest relationship with four of the teachers and the Field Agent of the Commission without the slightest cause of complaint. Indeed I had to continually urge them not to do so much, for they were doing more work than any human beings ought to do. With two or three exceptions out of a very large acquaintance with the teachers and their work, I found nothing but a desire to do all they could for the Master, and to work in harmony with all other Christian workers. While I am very much rejoiced to hear of the successes at the polls—no small part of which has been brought about by the influence of New West teachers and schools—let us not think that our work is nearly finished. Now, as never before, are the Christian schools and teachers needed in Utah, and will be for years to come.

Yours in the Master's work,
A. MONROE.

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BETHEL, Vt., Sept. 20, 1889.

DEAR BROTHER: I answer unhesitatingly and heartily your question. I found all the teachers with whom I was associated in Provo anxious to co-operate with me in religious work, to put the Sabbath school upon a good foundation, and all Christian interests upon a good basis. They were devoted to the cause, efficient and ready to do whatever they could for its advancement.

Yours truly,
A. R. CRAWFORD.

Letters and oral assurances from five other missionaries, four of whom are now at work in Utah, give convincing proof that fellow-workers with the teachers are loud in their praise of their spirit of helpfulness. We add a few more of the numerous letters already in hand and that might be had, if necessary, confirming the statements we have made.

SALT LAKE CITY, Aug. 26, 1889.

MY DEAR SIR:—Almost from its inception I have been conversant with the work carried on in this city and Territory by the New West Education Commission. Too much cannot be said in praise of the work and its results. As schools, those of this society rank with the very best of the Territory, and are equal to those of like grades in the East. The training given by your teachers is not that of the intellect alone, but your pupils are taught from the lowest through the highest grades that all excellence is based upon Christian virtue, and herein lies the secret of their powerful influence upon the affairs of Utah. For I certainly believe that the youth who come from these and similar Mission Schools are and will be a great factor in the redemption of Utah. The industry, patriotism and Christianity so well exemplified by your teachers in these schools are inciting the young men and women of our Territory to nobler effort.

Every hamlet in which a school has been opened by your society has been made better by its work. Every dollar thus expended has been a dollar placed where its influence for good will be felt for all time.

Yours truly,
C. E. ALLEN,
Rep.-elect to Legislature; Member of Last Legislature.

SALT LAKE CITY, Sept. 13, 1889.

REV. C. R. BLISS, CHICAGO, ILL.:

DEAR SIR.—I am always interested in the education of "this people," and have observed the means put into operation for the diffusion of knowledge, secular, moral and spiritual, by the New West Educational Commission, and I do say—knowing what I say—that they are doing much good in every direc-

Protestant institution in the southern part of the great State of Colorado. Determined to be true to its name, it has just cut off the kinder garten, primary and intermediate departments, and now aspires to be the Phillips of that rapidly growing region. It will succeed, if it can be sustained until it can gather about itself local friends to endow it. It is the mother of two Sabbath schools and a Congregational church, and does it not deserve to be fostered?

Passing on 140 miles over the plains of New Mexico, you reach, in a broad valley opening southward, the beautiful town of Las Vegas, the seat of Las Vegas Academy, which enjoys the pre-eminence of being the leading Protestant institution in the northern half of the Territory. Having a commodious building well located, and popular with the people, it, like its sister farther north, only asks to be sustained until it can gather sons and daughters enough about it to support it. If it has not planted a church, it has tried twice, and failed through no fault of its own, and now only bides its time.

One hundred and fifty miles farther on, over in the valley of the Rio Grande, at the centre of the Territory, in its commercial metropolis, is Albuquerque Academy. It was the fore-runner. and has ever been the supporter, of the Congregational Church. It is strong in numbers and popular favor, but lacks the means requisite to build an edifice adequate to its needs. It has purchased and now offers a fine site to the Commission, if it will accept it and erect a building. Fifteen thousand dollars will be required, and no one who has given even a cursory examination to the issues involved, hesitates a moment to recommend the expenditure.

Deming Academy, just established near the borders of Old Mexico, presents a strong plea for aid. White Oaks, a mining town of growing importance, but almost totally without the means of education, presents, if possible, a more urgent one.

These four Academies, Trinidad, Las Vegas, Albuquerque and Deming, with a future college to be planted somewhere, and with schools at Santa Fe, Barelas, San Rafael and White Oaks, all located at strategic points, in a belt of country four hundred miles in extent, through fertile regions already attracting a large population, are needed as forces of civilization in opposition to that relentless ecclesiastical power, which, while attempting at the East

(4). *The importance of sustaining and enlarging the work of the Commission challenges attention.*

The need for it was never greater. The non-Mormon voices of Utah of all parties and religious creeds, unite in saying that Christian free schools cannot and must not be spared. Mormonism is not retreating, but it is throwing up earthworks. It has not forsaken its prophets, nor modified its creed, nor abated its pretensions, nor lost its hope; but it has discovered that within and about it forces are at work which it may not be able to control, and that a catastrophe perhaps awaits it not foretold by its seers. Its loyal multitudes gather every Sabbath in the tabernacle; but suddenly the ballot-box turns against it. Its preachers and newspapers preserve their confident tone; but there seem to be secret currents of influence that vex and disconcert it. The leaders are not idle. Instructed by those whom they call enemies, they are planting, at central points, church academies, thereby confessing fear, yet saying, "If our opponents wrest from us the control of public schools, we will still hold our children and teach them our faith." Their missionaries lack neither the zeal nor spirit of obedience which characterized their early predecessors, and still compass sea and land to make proselytes. Their country towns are still compact in Mormon faith and belief, and will for years control the vote of the Territory. Meantime, there is strife in the air; every defeat embitters the vanquished. Evidently a struggle impends that will be sharp, and may require decades for a decision.

In New Mexico there is a conflict just as distinctly marked in respect to the great contending forces and the issues at stake. as that in Utah, only it has not reached the acute stage. Jesuitism is as determined, as shrewd, as grasping, as unrelenting as Mormonism, and holds its citadel by far stronger forces. So far then from retiring from either Territory, our Churches should strengthen all their agencies in both.

For the sake of definiteness of impression let us glance at the work actually prosecuted, taking it in groups, the southern first.

Passing down over that grand thoroughfare, the Santa Fe Railroad, we reach, just before crossing the boundary of New Mexico, the thriving town of Trinidad. It is the seat of Tillotson Academy, which has already made a name for itself as the leading

Protestant institution in the southern part of the great State of Colorado. Determined to be true to its name, it has just cut off the kinder garten, primary and intermediate departments, and now aspires to be the Phillips of that rapidly growing region. It will succeed, if it can be sustained until it can gather about itself local friends to endow it. It is the mother of two Sabbath schools and a Congregational church, and does it not deserve to be fostered?

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to overthrow free schools, makes its tyranny felt not only in schools, but in all social and political affairs in that Territory. And if New England men can extend lines of railroad across those wide plains and through those fertile vallies, men of New England lineage and inheritance surely should follow them with institutions that will give the people free schools and a free Bible, and make railroads and all other legitimate enterprises the servants of virtue, knowledge, and piety.

Turn now to Utah; take first the Academies, and first among them Salt Lake Academy, the object of more prayer, larger expenditure, more toil, and higher hopes, than any other under New West care. It has a fine location, a spacious building, a grand field, a glorious opportunity. But institutions, like men, fall under the provisions of one great law, viz., in order to live they must grow. A stationary institution, among increasing competitions, multiplying claims, and growing necessities, will be driven to the wall.

If an institution hopes to control the forces that would naturally come into its hands, it must anticipate demands, introduce new departments before the want of them becomes a conscious one, and improve its board of instruction by adding the best trained teachers. Such considerations apply with special force to Salt Lake Academy at the present time. The City of Salt Lake is at last coming to itself, Mormonism is parting with some of its power. The city of Brigham Young is about to become an American city. The Territory, too, is advancing into new conditions, and, although the grip of spiritual tyranny may relax very little its hold for many years, yet changes are in progress, and these are already bringing new and grand opportunities, which must be seized by the men who propose to have something to do in shaping the development of Utah, or they will be lost for decades, perhaps forever.

The Commission, therefore, does not hesitate to ask for Salt Lake Academy special and generous gifts, not only to expand its popular manual training department, but to give it the vantage ground which the leading Congregational institution of the Territory ought to possess.

Ogden Academy, the mother of the Ogden church, central and commanding in its location, possessed of a fine building and popular with all classes, enjoys a prosperity far beyond anticipation.

will retreat unless forced to do so by sheer stress of numbers and authority. It is secretly working to hold its people together, is leaving no stone unturned to prejudice its people against the Liberals, is bringing Mormon voters into this city in the persons of laborers, is boycotting the schools of this city in those wards already redeemed from Mormon control, especially in the 20th ward, where the one Mormon Trustee left on the school board has withdrawn his own children to send them to the Mormon parochial school just established in the 18th ward, and where the attendance, from similar withdrawals, has fallen at one jump since Gentile teachers were employed from more than two hundred to forty-four. But, on the other hand, the Gentiles were never so united, so hopeful, and so politically aggressive as now, and prominent Gentiles and apostates who formerly sent their children to the private schools and academies established by the Christian denominations, are in many instances withdrawing them to patronize these Americanized schools.

My opinion is that, by next July, at the school election, several more of the wards of this city will have become Gentile, and that there is a strong chance of a free school bill being passed through the legislature this winter; for the Mormon government has got to do something to save its credit with its own people.

In any case it seems plain that the Mormon Church will be forced, like the Catholic, to establish parochial schools for their own children in order to keep their integrity as a sect. But the public schools will be rapidly improved under Gentile management, the Gentiles and the more liberal Mormons will send their children to these schools more and more, and many, if not most, of the Mormons who now boycott them or send to parochial schools, will gradually weary of paying double school money, and will send their children to the free public schools, especially if these excel their own in quality of instruction. When this takes place the denominational schools of lower grade will have accomplished their work, and will be absorbed in the existing denominational academies, while these academies will elevate their grade and drop their primary departments entirely.

This is my reading of the signs of the times, and my forecast of the future. But I am not a prophet nor the son of a prophet, and my horoscope may be far wrong.

THE OUTLOOK IN UTAH AND NEW MEXICO.

All patriots and Christians in this country look with special interest and not a little solicitude upon the condition and tendency of affairs in these two Territories. They are large, possessed of immense resources, on the highway of national travel and trade, and evidently destined to play no unimportant part in the history of our Nation. They have both fallen under the influence of agencies which are hostile to broad Christian and national ideas, and fatal to any development worthy of their position and possible place as powerful American States. Any information, therefore, from men thoroughly informed as to the present trend of opinions and events in these two Territories cannot but be interesting and valuable. We have, therefore, asked Rev. J. B. Thrall, the observing and popular pastor of the 1st Congregational Church at Salt Lake City, to write for this report his views of the current of events in Utah; and also Rev. E. Lyman Hood, the joint Superintendent of the Home Missionary Society and the New West Commission in New Mexico, to perform a similar service regarding that Territory. They have kindly complied with this request, and their articles are here inserted.

By Rev. J. B. Thrall, Salt Lake City.

As to the general situation, there is great progress here, but time is required to see just whither we are tending. Gentile votes were in a majority in this city on August 5th, and some of these, perhaps 200, were deserters from the Mormon camp. But that does not mean that the Mormon Church has lost its grip upon the masses. It means progress, hope, daybreak—and that is all. It means that the inoculation of liberty in action and freedom of franchise is beginning to spread in the Mormon body politic. The fact that Juab County, 100 miles south of this city, went Liberal, is even more significant of the extent to which this change of sentiment is spreading than the Salt Lake election. But the church, though surprised, dazed and alarmed, is not in retreat. It never

will retreat unless forced to do so by sheer stress of numbers and authority. It is secretly working to hold its people together, is leaving no stone unturned to prejudice its people against the Liberals, is bringing Mormon voters into this city in the persons of laborers, is boycotting the schools of this city in those wards already redeemed from Mormon control, especially in the 20th ward, where the one Mormon Trustee left on the school board has withdrawn his own children to send them to the Mormon parochial school just established in the 18th ward, and where the attendance, from similar withdrawals, has fallen at one jump since Gentile teachers were employed from more than two hundred to forty-four. But, on the other hand, the Gentiles were never so united, so hopeful, and so politically aggressive as now, and prominent Gentiles and apostates who formerly sent their children to the private schools and academies established by the Christian denominations, are in many instances withdrawing them to patronize these Americanized schools.

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In any case it seems plain that the Mormon Church will be forced, like the Catholic, to establish parochial schools for their own children in order to keep their integrity as a sect. But the public schools will be rapidly improved under Gentile management, the Gentiles and the more liberal Mormons will send their children to these schools more and more, and many, if not most, of the Mormons who now boycott them or send to parochial schools, will gradually weary of paying double school money, and will send their children to the free public schools, especially if these excel their own in quality of instruction. When this takes place the denominational schools of lower grade will have accomplished their work, and will be absorbed in the existing denominational academies, while these academies will elevate their grade and drop their primary departments entirely.

This is my reading of the signs of the times, and my forecast of the future. But I am not a prophet nor the son of a prophet, and my horoscope may be far wrong.

And how fast, how all this will be brought about, is dependent upon questions which it is too early to decide. As a matter of fact, the denominational free schools exist, have done and are now doing great good among Mormon children and parents, and ought to be continued on moral and religious grounds, if no other, so long as they are fully attended. The amount of Scripture taught in the New West Schools, the helpful influence and oversight of the teachers, have always seemed to me very strong arguments in their favor. Meanwhile the existing Christian Academies ought to be built up and fully endowed just as rapidly as possible. More than any other State, perhaps, Utah must rely on denominational academies and colleges for a Christian education. It will be a great mistake if an institution like Salt Lake Academy is not developed in all its departments and placed beyond the reach of future contingency, while yet the ear of the Christian public is especially open to the needs of Utah. He who gives early gives twice, toward building up these permanent institutions. How long it will take for a change in affairs so sweeping as I have outlined to come about, I cannot undertake even to guess, but I have seen such great and unexpected changes in some matters during the last five years, that I am prepared to be surprised at nothing.

When it shall have become finally manifest to the Mormon masses that the cause of Americanism is to prevail in this Territory, and that social and material good, and not harm, is to result therefrom, there will, in my opinion, be an immense deflection from Mormon political adherence—an apostasy suggestive in rapidity and numbers of the exodus of rats from a sinking ship.

Mormonism, in order to preserve itself as a sect, will then have to abandon its worst elements and lie down by the lion like a lamb. The disaffection which to-day exists in Utah is much of it silent, unconfessed and waiting, but it surely exists, and exists far beyond the limits of the influence of Christian church and Christian school.

It is largely due to the working of social and political causes, and will manifest itself first along social and political lines. The Christian schools and churches have largely contributed to its origin and its development, but the disaffection has outgrown this influence. Fundamentally and broadly it exists to-day in the

very air of Utah, and springs out of human nature as it comes in contact with the atmosphere of political liberty and American institutions. It is destined to grow much faster than churches and schools can take care of it. We shall need every agency of a modern civilization and a Christian society to prevent it careering off like a troop of wild horses over the broad plains of unrestrained license and irregularity. Christianity in Utah must be very much alive to keep pace with the changes which the next decade is sure to bring about.

BY REV. E. LYMAN HOOD, ALBUQUERQUE.

The bigness of New Mexico is amazing. It is now our largest Territory. Three New Englands could find room within its borders. England, Ireland, Scotland and Wales would not overlap, and yet leave a large slice. It is farther from Trinidad to El Paso than it is from New York to Cleveland. If as densely populated as Connecticut, this imperial Territory would contain a fourth of the population of the Union.

Its history is as charming as its extent is magnificent. Less than half a century after Columbus sighted America, and nearly one hundred years before the pilgrims landed on Plymouth Rock, zealous Spanish adventurers had explored this great region, and loyally taken possession for their country and church.

In the following century, many followed the brave enthusiasts. They found, not a barren waste, but an advanced civilization. The Indians lived in their compact village-houses (pueblos); they dressed well and tilled the soil, mined the precious ores and manufactured ornaments and tools. Their trade with the Aztecs of the South was not inconsiderable.

The Spanish devotees conquered the land for Spain, but the hearts of the people were enslaved in the bondage of the Roman potentate. The kings of Spanish dynasties ruled the land three hundred years. Less than fifty years ago, the country became a part of the United States. This political change, though it stopped further tribute to Madrid, did not emancipate the inhabitants from the Roman yoke.

Here the papal powers have undisputed possession and uninterrupted sway. Years prior to a New York, a Boston, or a Jamestown, there was a large political and ecclesiastical capital at Santa Fe. Recently, in Boston, the American spirit rebelled against Romish intrigue and interference but in New Mexico there has been, from the beginning, absolute Jesuit domination. It is, therefore, pertinent at this point to inquire what has been the result of this supremacy? What is the moral, spiritual and intellectual condition of the people?

They have been taught obedience, and to respect authority. Crime among them is not frequent, though the rifle and stiletto are often hastily used with fatal effect. They are devoted to the church, and follow its teachings with the light they have. Yet it is noticeable that with increasing intelligence a larger number are rebelling against the power and avarice of the French priests. There is no native priesthood. Mentally the native Mexicans are children; only 30 per cent can read or write Books are scarce. Their ways are simple and their wants few. Their houses are generally small, built of sun-dried bricks—adobe. Few of the poorer have wooden floors, roofs or window frames. Stoves are seen only in the cities. A few dollars will buy all the furniture and furnishings of the household. As a class, they are more backward in the arts of civilization than the former enslaved race of the Southern States.

Such is the condition of the Mexicans of the South-West. They are in the majority, and majorities rule here as elsewhere. But what of the one hundred thousand Americans who have come from the Eastern and Northern States to make their homes in these two great Territories? They found weak and unfavorable school laws, and no public schools.

At this time (September, 1889) the constitutional convention is sitting in Santa Fe. On the eve of its meeting, Rev. J. B. Salpointe, Archbishop of this diocese, published a long letter in which the doctrine of the Roman church is very clearly defined. Speaking with authority, as "the spiritual head of a large majority of the people of this Territory," he says: "Non-sectarian education is, in reality, either sectarian, non-religious, Godless or agnostic." He expresses views radically opposed to the American idea of education. He denies that our public school training is worthy

There is not a Territory or new State of the far West that does not need them also. The common schools, when established, cannot meet the demand for Christian training, nor can the colleges which may be planted. There is not a more useful institution in all the grades of schools, from the kindergarten to the university, than the old-fashioned New England Academy, and it may well be doubted whether Congregationalists have any higher or more practical missionary duty in this country than to plant many such institutions, not alone in Utah and New Mexico, but in Arizona, Montana, Idaho, Oregon and Washington. As society in those vast regions is not predisposed to favor churches, and as public schools are closed to Christian effort, it becomes a matter of very serious import to inquire whether the very establishment of Christian churches will not largely depend upon the success we may have in securing and training, under Christian influences, boys and girls as soon as they pass beyond the common school. Considerations of this nature throw much interest about any Christian academies that may be permanently established in any of these Territories.

With this thought in mind, we have asked the Principals of our six Academies to write each an article, setting forth the conditions and interests of the institution over which he presides. The first of our Academies, in age and importance, is the Salt Lake Academy, and we had hoped to be able to present an article from the pen of Prof. Benner, its first and only Principal; but press of duties, we presume, has prevented compliance with the invitation, and we state from letters from him, and from other sources, the facts of most prominent present interest relating to the institution.

SALT LAKE ACADEMY.

It was founded in 1878, and has had a history of uninterrupted prosperity.

The cost of the property of the Academy was not far from $35,000, and it is believed to be now worth $55,000. The institution is conducted after the plan of the higher New England institutions of its class. It aims to provide fit instruction to those desirous of becoming teachers, and to prepare students for creditable

reasonably hope for a bright future. We expect to establish a school in White Oaks, far down in the South-East. This stirring town is the business point of Lincoln County, and Lincoln County is only three times the size of Massachusetts. Deming, on the southern border, is the remaining place in which the New West has carried new life and light. As I write, the teachers are on their way to open school in this portal to the neighboring republic of Mexico. With the above Academies in the leading cities, we hope to sustain free schools in the Mexican villages round about. This is the New Testament method—to make strong the centers, then reach out The results have so far been encouraging.

From experience in the work, we can say there are those whom we may not persuade to enter the Church, yet who are eager in attending the Academy. The lessons of the school-book permeate the mind that the Church is not permitted to reach. The lady teacher is welcomed at homes where the protestant minister is regarded with suspicion. Thus the lives of our consecrated teachers are living epistles, preaching, by daily ministries in his name, the power of the Gospel unto salvation. This is why we should establish Mission Schools in New Mexico. This is the humble, yet glorious work of the Commission in the South-West, aided by the hearty co-operation of the Home Missionary Society—the founding and perpetuating, in the hearts of the people, a kingdom for Christ.

THE ACADEMIES.

The work of the Commission was, at the outset, undertaken to meet an emergency in the affairs of Utah and New Mexico, and it was supposed that with the passing away of that emergency its mission would end. In the growth of the movement, however, it has been found that academical institutions, fitted to lead the way in higher education, permanent in their character and wide in their influence, are indispensable to the success of any adequate endeavor to affect the intellectual and religious life of those Territories. Such institutions require time for their growth, and a Society that nurtures them must look forward to a service of some years. Such institutions are needed not alone in Utah and New Mexico.

ALBUQUERQUE ACADEMY.

BY PROF. C. E. HODGIN.

The town of Albuquerque has a population of about 8 000 people. It is the metropolis of the Territory, and well located. Its growth is steady and prosperous.

New Mexico is becoming better known over the country, from year to year, for its excellent climate, its stock-raising and mining interests The future of the Territory, whether it soon become a State or not, seems very promising. One of the greatest drawbacks, however, is its lack of good schools. The "New West" has done and is doing much to meet this want in many places, until public schools worthy of the name are established.

Albuquerque Academy was organized in 1879. The good the school has done to all classes and nationalities cannot be estimated. Scores of Mexican children have been helped, and, in turn, have carried better influences into their homes. The Academy for many years was the only Protestant school in the town, and is still the leading one, consequently large numbers of American children have attended it, and have been greatly aided by its helpful influence, not alone in the intellectual training, but in the formation of Christian character. Last year, which was a most prosperous one, several pupils connected themselves with the Church, and there seems an earnest sentiment for bettering the conditions of life.

If the proper financial encouragement is received from the friends of the cause, the school can greatly extend its field of usefulness. It is expected, this winter, to establish a branch school for Mexican children, at Barelas, near Albuquerque.

The field is open ; it is a good one, and should be occupied. Opportunities exist for the Academy to locate branch schools in many neighboring villages of the native people, where their children could be well started in the English training, and then complete their work in the Academy proper. There is also a call for a training department, where Protestant Mexicans can prepare themselves for preaching among their own people. This could well be in connection with the school and the church which is in a prosperous condition. It is about completing a large and convenient new church building, which will add much to its power and opportunity for doing good.

entrance into colleges or scientific institutions of the first class. Many have gone from the Academy into business pursuits, and the Manual Training Department now offers peculiar advantages to those who desire to fit themselves for a wide range of usefulness. This department has met with great public favor, and present facilities are too small to meet the demand. The Commission has been unable to furnish all the funds needed, and the citizens of Salt Lake are to such an extent providing for public schools that little can be done there at present to meet the multiplying needs of the department.

The Academy has graduated eight classes, numbering in the aggregate twenty-eight students. Of this number ten have gone forward into more extended courses of study in colleges and universities, five have been and are teachers under the New West Commission, and several have filled other posts of instruction in Salt Lake Academy and other schools Many students, leaving their classes before graduation, have become teachers or entered into business pursuits, carrying better disciplined minds and stronger characters by reason of their careful training in this Academy.

The religious influences of the Academy are decided and effective. The students assemble every morning for prayers and brief Biblical exercises. Bible lessons are given once a week in the several rooms, and prayer-meetings held once a week in Hammond Hall. Students of all the classes engage in literary and historical studies. A proportion,quite as great as in Eastern Academies,pursue scientific and classical studies. The primary and intermediate classes in the New West Schools in the city are tributary to the Academy, and it is the design of the Trustees to raise the grade of the Academy, that it may attract students from all parts of the Territory. It should, and doubtless will, be advanced to the position and rank of a college whenever its funds shall justify such an enlargement of its scope. The time is certainly not far distant when Congregationalists should be represented by a college in that rapidly changing and expanding Territory. It is the policy of the denomination to sustain at least one college in each State; and Utah, when advanced to the dignity of a State, should not be an exception to the rule.

Eastern people have come in here, and are demanding the same Academy training for their children that they would receive in the East. This year, to more fully meet these wants, we have extended our courses, employed an extra teacher, and fitted up an additional room. The result of this action has been justified by the increased attendance and interest manifested in the school by the people here. We believe that there is a larger field of work for the Christian Academy in New Mexico than in any other part of the Union ; that money expended now will do more good than ten times the amount twelve or fifteen years hence. Now is the time to lay foundations, and thoroughly to establish Christian education in this section.

From this point, as a centre, the influence of the Academy will be felt all over the Territory. Our students, besides becoming teachers, will also become the business and professional men of this section, and will, no doubt, have much to do with shaping the future of this Territory.

To do our work thoroughly, we need the help of our Christian friends in the East. We must have good teachers, we need books and periodicals for our library and suitable apparatus for the class room. We must endeavor to meet the wants of the people, and I have no doubt that the time will come when the Academy here will beome self-sustaining. No better investment can be made by Christian men and women than in the New West educational work They may be sure that it is well expended, and that it will return to the benefit of mankind in general, and the United States in particular, at an early day.

Our aim is to give a thorough Christian ed ucation to our pupils, believing it is the kind of training that is needed all over this land of ours, if we would save America, to save the world.

TILLOTSON ACADEMY, TRINIDAD, COLORADO.

BY PROF. HENRY E. GORDON.

Tillotson Academy was incorporated in 1880, at Trinidad, Colorado. The city, then, had about 3,000 people. Now, within a radius of 5 miles, there are 15,000. The property now held by the Academy, originally cost $11,000. It is now worth $16,000,

owing to the increase in value of its real estate. The aim of the institution may be best expressed by the motto upon its seal: "Our aim, the Christian Scholar," It has sent out fifteen graduates who have taken prominent positions as teachers, lawyers, and business men and women. Two of these are at the head of large cattle companies as managers. It is the highest grade institution in a section of country much larger than New England. The citizens of Trinidad take a decided interest in the Academy, and give hundreds of dollars each year to increase its facilities.

Its religious tone, while non-sectarian, is pronounced. The religious work is not confined to the school proper. During last winter, its teachers held neighborhood prayer meetings among the poorer class of people, distributed clothing, visited the sick, and organized one Sunday-school of sixty-six members. In March of this year, it was the chief instrument, through its teachers, in the organization of a Congregational Church of thirty members, which is already a flourishing organization. Trinidad is the center of the greatest coal camp west of the Mississippi River. Men of every nation and class are at its doors. The field for the Church is almost unlimited. The Southern terminus of the Denver and Rio Grande Railroad, on the line of the A. T. and S. F, and the Denver and Ft. Worth Railroad, Trinidad, reaches out north and south, east and west, is becoming, as it ought to become, a center of Congregational influences. While at other points in the West, the Christian school work is divided among the various denominations, at Trinidad it is in the hands of but one, but how long will that favorable condition remain in a city growing as fast as is Trinidad, unless the Tillotson Academy is kept at the front? The day is not far off when it must have an endowment. The people of Trinidad stand ready to meet their Eastern friends in providing it. While the agitation, with reference to the public and parochial schools is going on, it should be borne in mind that Trinidad is situated at the gates of a land as large, and almost as much under the control of Roman Catholics as Spain itself. The public schools of this vast section are, almost without exception, in the hands of the Roman Catholic priests. The work of the New West Education Commission in this vast section, to-day, means much in the way of true Christian civilization for the West and through the West for our country.

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Resolution passed by the Arkansas Valley Association of Congregational Churches, April, 1889:

Resolved, That we recognize the importance of the Tillotson Academy in Trinidad as a factor in Christian education in Southern Colorado, and the faithful and efficient work of Prof. H. E. Gordon in his conduct of that institution for the past eight years, and that we warmly commend the institution to the sympathy and patronage of the Christian public of Colorado.

OGDEN ACADEMY.

BY PROF. H. W. RING.

Ogden Academy, as well as the other New West Schools in Utah, was founded by Christian men, after careful and prayerful consideration; by men who believed in the civilizing power of enlightened Christian education. The Utah question, if let alone, would have assumed such importance in a few years, that an appeal to the God of battles would have been the only course. Once more our nation would have been plunged into civil war, costing millions of money, and thousands more of human beings.

During the first years of my work here, it was not uncommon to hear men say, that "*Our people* and the Lord could easily whip the United States," which would, doubtless, have been true, if *our people* had been sure of the Lord.

That the New West Schools in Utah have been, and will continue to be important factors towards a peaceful solution of the question, is a triumph of the Christianity and civilization of the nineteenth century.

Ogden Academy, located in the railroad center of Utah, began its work six years ago, in a little brick building with two rooms, two teachers and eleven pupils. Both rooms were soon crowded.

At the beginning of the second year, a little shanty left on the school grounds was utilized, and a third teacher employed. Notwithstanding this, our numbers increased so rapidly that we were obliged to refuse admission to about as many as we received. Through the efforts of the Commission, it was made possible to erect our present commodious school-building, which was first used

Year by year, the attitude of the people has become more friendly towards the teachers, the school and its work. Probably the most convincing evidence of this lies in the fact of the increased patronage of the school by both Mormon and Gentile parents.

The outlook for the future usefulness and efficiency of the Academy is good. It is exerting a healthful Christian influence in the community. It is destined, by the blessing of God, to have a grand part in the regeneration of Utah, and in breaking off the shackles of ignorance and superstition that have so long hindered progress.

A TRAINING SCHOOL FOR MEXICAN PREACHERS.

The chief evil, as to education among the Mexicans, is the almost total lack of teachers, and as there are no teachers there are no preachers. There are priests, but these are trained to official duties and not to intelligent thought. The Catholic Church has no use for intelligence, either in the laity or common clergy, and, therefore, though the people are not lacking in native intellectual power, they are condemned to ignorance and mental indolence. They are the prey of superstitious fears and of petty priestly tyranny, and, though politically free, they know not how to use their liberty. They are easily led into fanatical excesses, and, if they commit crime, trust in the priest to screen them from its consequences. They are not wanting in many excellent traits and impulses; but being ignorant they are the slaves of those who are superior in intelligence and in craft.

They are accessible to Protestant influences. The Missionaries of the American Board in Northern Mexico have developed so decided and extended an interest that they say they must either stop forming churches or adopt some means of raising up pastors. After a very few years of effort, and having but a small numerical force, they have formed seven churches, with 240 members, and aroused interest in non-Papal religion that will grow possibly with great rapidity.

The catholicism of New Mexico is more alert, but the people are as accessible as those of old Mexico. The difficulty of reaching

discouragements such as can be met only in a nearly solid Mormon community, she toiled on for nearly two years, and formed the nucleus of a school.

In the fall of '85 Misses French and Hervey came to carry on the work so well begun by Miss Clapp.

Beginning the year with seven pupils, they found that the constantly increasing numbers made it necessary that larger and better accommodations be obtained than any the town afforded. This necessity led Miss French, in the spring of '86, to go East to solicit funds with which to build an Academy building. By money raised in the churches, and through the liberality of Mr. Joseph O. Procter, of Massachusetts, the Commission was enabled to erect an excellent two-story brick building, with four fine well-furnished recitation rooms below, and a large commodious hall above.

In the fall of '87, the building was opened for the new year's work. The enrollment reached nearly 200. Three teachers were now in the field, Miss Foster having been added to the force.

The next year, the present Principal, who had had charge of the Academy in Park City for four years, was transferred to Provo, and put in charge of Procter Academy.

The school-year, '88–89, was the most flourishing in its history. The enrollment reached nearly 300.

At the beginning of this year, the Rev. J. H. Goodell having been sent to Provo by the A. H. M. S., began to hold religious services in the Academy Hall. These meetings have proved of great interest and profit to not only the pupils of the S. S., most of whom are also day-pupils, but also to not a few of the adult population of the town. Ever since the beginning of the school, a flourishing Sunday School has been maintained by the teachers of the Academy.

The hope of accomplishing religious work in the future lies along the line of the impressions produced on the hearts of the young people in the Sunday School. For the work that a Christian Academy can, and ought to do, no better town than Provo exists in this whole region. It is the largest, most important town, and the county seat of Utah County. This county has half a dozen towns which will, soon or late, furnish many pupils for our Academy. Already a few such students are enrolled.

out to us, at different times, as true Christians, and it is hoped that regular preaching will soon be commenced in the building.

Two buildings will be erected during the current year, one at Heber, and the other at Albuquerque, for both of which funds have been collected, though, owing to the increased cost of building, the amount will prove inadequate in both cases. Indeed, for Albuquerque, quite a large sum must yet be raised, and we look confidently to our friends for the amount needed.

ANNOUNCEMENTS.

An arrangement was entered into in January of the current year, with the American Home Missionary Society, by which Rev. E. Lyman Hood become a joint Superintendent of both societies in New Mexico and Arizona.

Mr. Hood has resided a year in Santa Fe, and had acquired a wide acquaintance with the field and with the people. Much is hoped from this arrangement. Mr. Hood brings to his work zeal and capacity for hard work, and aquaintance with both school and church management. The questions at issue in the Territory are of the very gravest importance, and we bespeak for him and all the laborers in the field the sympathy and prayers of the churches.

Rev. S. S. Mathews, who has been employed a portion of the past year as a special agent to present the cause of the Commission to Eastern friends and churches, has been engaged in the same capacity for the current year. He is commended to the churches with great confidence as one able to present with much force and accuracy of statement the work in which we are engaged.

Mr. Matthews' address will be: 6, Congregational House, Boston.

Mr. Geo. M. Herrick, who has, for years, been devoted to the work of education, has been appointed Assistant Secretary. His duties will take him among Western churches as a speaker for the Commission, and also among the schools as a practical educator, familiar with all the latest and best approved methods of imparting instruction and managing schools. It is believed that his aid to the teachers will be of great value in putting them in more direct

them, arises from the lack of native instrumentalities. Congregationalists have no direct means of raising up a native ministry. It is time that this necessity should be met. Recent communications received from the Missionaries of the American Board in Old Mexico put to the Commission the question whether there could not be established, at some point on the border between the two countries, perhaps at El Paso, a Training School for Mexicans, by which the wants of both fields above and below the line could be met. The question is a very important one. The end proposed must seem to every one as most desirable, and the proposition itself is wholly feasible. Undoubtedly the Commission would be ready to move in the matter, and commence the work at an early day, if, in the view of the other societies interested in the object, such a movement would be best, and would lend to it their countenance and co-operation.

In anticipation of the establishment of such an institution by the Commission, or some other body, we most heartily endorse the object and say that, in view of the changes now going on among the Mexican people, it is of great and pressing importance. Plans are now laid to connect such a school with our Academy at Albuquerque, and these plans will probably be carried out unless it should be deemed wiser to go further south and unite with the brethren of other societies.

NEW BUILDINGS.

The only one erected last year was for the Burlington School, Salt Lake City. It is pronounced a very fine building for the double use for which it was designed. It has a spacious hall for a chapel, and three excellent school rooms. Should the necessity to sustain a school in the neighborhood cease by the triumph of the non-Mormon people at the polls, the building would still serve an admirable purpose as a church. Several of the school houses have been built with this end in view, but none of them is so well adapted to the purpose as the Burlington, and no teachers in the service of the Commission have labored more earnestly in the Sabbath School and Christian Endeavor Society than the teachers in the school. Quite a number of the children have been pointed

out to us, at different times, as true Christians, and it is hoped that regular preaching will soon be commenced in the building.

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sympathy with Eastern teachers and in sustaining their highest ideals of their work as being at once vigorously intellectual and devotedly Christian.

Mr. Herricks' address will be at the Chicago office.

We shall miss all the lady speakers, save one, who last year made so many interesting and effective addresses for our cause. One has become the wife of a New England pastor. Another has gratified her early inclinations and gone into the Indian work; and another will perhaps enter another branch of our allied missionary service. We are very sure that numbers of people will long remember with very kind and deep interest Miss Grace E. Gilberth, Miss Carrie W. Hunt, and Miss Virginia Dox. It is left to Miss M. A. Hand to meet alone the demand for addresses by ladies—a demand which the Commission may take some credit for having both created and supplied. To the extent of her physical strength, she will meet such demands in a way to answer the most natural questions about the schools, and deepen interest in all kinds of missionary work.

Miss Hand's address will be at the Chicago office, 151 Washington Street, Chicago.

The Boston office, at No 6 Congregational House, will remain as hitherto, in the charge of Miss Lucia A. Manning, who will receive money for the treasurer and give receipts for the same, and send reports, leaflets, circulars, mite boxes, and *Gleaners*, as may be desired.

The *New West Gleaner* will still be publised at the Boston office. It is designed, with the assistance recently brought into the management of the Commission, to bestow much more editorial attention upon the paper and add to its value as a readable medium of missionary intelligence. The subscription price is twenty-five cents a year, and we will thank our friends to aid us in extending its circulation.

TABLE SHOWING NUMBER OF PUPILS AND THEIR PARENTAGE.

NAMES OF SCHOOLS.	Teachers.	Pupils.	Average Attendance.	Children of			
				Mormons.	Apostates.	Mexicans.	Other Parentage.
ACADEMIES.							
Salt Lake	6	179	161	36	79	..	64
Albuquerque	6	292	160	..	..	25	267
Las Vegas	6	199	133	..	2	15	182
Tillotson, Trinidad	6	130	82	..	..	1	129
UNINCORPORATED ACADEMIES.							
Ogden	5	341	220	75	60	..	206
Procter, Provo	4	265	108	101	99	..	65
Park City	2	150	72	19	20	..	111
FREE SCHOOLS.							
Phillips, Salt Lake City	2	177	103	68	106	..	3
Burlington, " "	3	150	86	74	74	..	2
Plymouth, " "	2	114	63	46	65	..	3
Lehi	2	68	44	43	25	..	..
Farmington	1	57	28	48	7	..	2
Hooper	2	62	30	6	56	..	..
Bountiful	2	58	28	29	24	..	5
Montclair, Centreville	1	27	18	8	10	..	9
Morgan	1	50	24	28	14	..	8
Coalville	1	57	24	40	10	..	7
Newton Centre, Lynne	2	105	60	38	52	..	15
Sandy	2	127	59	56	31	..	40
Trenton	1	32	22	9	23	..	..
Wisconsin, Heber	2	115	37	110	..	..	5
Midway	2	100	24	94	6	..	..
Henefer	1	29	20	11	12	..	6
Huntsville	1	42	20	13	22	..	7
Slaterville	1	57	34	9	47	..	1
West Jordan	1	59	24	44	11	..	4
Kamas	1	69	32	30	31	..	8
San Rafael, New Mexico	2	44	12	..	..	44	..
Belen, "	1	27	19	..	..	15	12
Whitin Hall, Santa Fé	2	73	30	..	..	15	58
	71	3255	1777	1035	886	115	1219

TABLE SHOWING PROGRESS OF SCHOOLS.

YEARS.	RECEIPTS.	Schools.	Teachers.	Pupils	Mormons.	Apostates.	Mexicans.
6 months to May 1,							
1880	$ 3,004 59	5	8	500	.....	...	..
1881	23,259 83	10	22	700	.....	...	..
1882	23,527 82	16	29	1,214	271	215	4
1883	35,219 15	19	33	1,613	425	305	8
14 months to July 1,							
1884	52,910 54	38	61	2,925	896	604	28
1885	48,470 15	37	62	2,686	812	500	29
1886	55,674 81	35	63	2,560	764	541	14
1887	61,318 70	28	59	2,383	727	653	15
1888	64,896 18	30	64	2,725	855	830	17
1889	65,033 07	30	71	3,255	1,035	886	11

WORK OF DIFFERENT DENOMINATIONS IN UTAH ALONE.*

DENOMINATIONS.	1886.			1888.			
Baptist	1	3	150	2	3	140	2
Roman Catholic	..	...	.....	7	50	1,000	6
Congregational	26	39	1,860	22	38	1,883	24
Methodist	15	30	806	20	61	1,649	21
Presbyterian	35	68	1,890	33	61	1,925	32
Protestant Episcopal	5	29	763	5	22	800	6
Swedish Lutheran	1	1	50	1	3	45	2
Total	83	168	5,929	90	265	7,442	93

* This table shows respectively the number of schools, teachers and pupils. for 1888 and 1889 are taken from the Annual Official Report of Governor Thomas printed in the *Salt Lake Tribune*.

FREE SCHOOLS.

Phillips, Salt Lake City, Utah,,.....	Miss Susie Merrill, " Carrie L. Mason.
Burlington, " "	" " Fannie Hall. " Emma M. Blodgett. " Flora J. Corbett.
Plymouth " "	" " Anna J. Hunt. " L. Blanche Stamats.
Farmington, "	" Georgia Hunter.
Hooper, "	" " Sarah E. Tichenor. " Kate L. Seward.
Bountiful, "	" Jennie E. Smith.
Montclair, Centreville, "	" Sara Slosson.
Morgan, "	" M. D. Shute.
Coalville, "	" Margaret A. Brown.
Newton Centre, Lynne, "	" " Mary E. Pascoe. " Eva Stokes.
Sandy, "	" " Emma J. Colby. " Frances Corwin.
Lehi, "	" " Fannie A. Allis. " Ella C. Fitzgerald.
Trenton, "	" C. Thompson.
Heber, "	" " Sarah J. Lester. " M. C. Stoner.
Midway, "	Mr. John D. Bell. Miss Mary Bond.
Henefer, "	" Ada M. Higgins.
Huntsville, "	" Rhoda Pomeroy.
Slaterville, "	" Mary Tabor.
West Jordan, "	Mrs. David Peebles.
Kamas, "	Miss Emma Mantor.
San Rafael, New Mexico.....	" " Ida L. Frost. " Kate L. Durham.
Belen, "	" Jennie L. Pratt.
Whitin Hall, S anta Fe.....	Mrs. E. H. Murphy. Miss Amelia Nehber.

TEACHERS FOR THE YEAR 1888-9.

FIELD AGENT.

ISAAC HUSE, JR., Salt Lake City, Utah.

INCORPORATED ACADEMIES.

SALT LAKE, UTAH.

Prof. E. BENNER, Principal.

TEACHERS.

Prof. R. A. METCALF, Mrs. K. M. ASHLEY, Miss ELLA S. DANFORTH, Miss JENNIE M. CARNEY, Miss FANNY WHITE, Mr. H. N. MAYO.

LECTURERS.

Rev. J. B. THRALL, Rev. W. S. HAWKES.

ALBUQUERQUE, NEW MEXICO.

Prof. C. E. HODGIN, Principal.

TEACHERS.

Mrs. L. A. COLLINGS, Miss LIZZIE M. GILMORE, Miss MATTIE M. WINSLOW, Miss FANNIE OVERMAN, Miss CORA E. MARSH.

LAS VEGAS, NEW MEXICO.

Prof. W. H. ASHLEY, Principal.

TEACHERS.

Mrs. J. B. DICKINSON, Mr. CHAS. MILLER, Miss BETTIE GEBRARD, Mrs. ANNIE W. ASHLEY, Miss LUCY STONE.

TILLOTSON, TRINIDAD, COLORADO.

Prof. HENRY E. GORDON, Principal.

TEACHERS.

Mr. FRED. A. PECK, Miss ALYS S. DAY, Miss EMMA B. KEESE, Miss HELENA A. SMITH.

UNINCORPORATED ACADEMIES.

OGDEN, UTAH.

Prof. H. W. RING, Miss V. W. LUDDEN, Mrs. A. J. BAILEY, Miss ALICE HAMLIN, Miss FLORENCE S. CROSBY.

PROCTER, PROVO, UTAH.

Prof. FORREST MERRILL, Miss M. F. FRENCH, Miss S. C. HERVEY, Miss MARY L. FOSTER.

PARK CITY.

Prof. HERBERT B. HAYDEN, Miss EMILY H. DUTTON.

FREE SCHOOLS.

Phillips, Salt Lake, Utah,	Miss Susie Merrill, " Frances Corwin.
Burlington, " "	" Fannie Hall, " Flora J. Corbett, " Emma M. Blodgett.
Plymouth, " "	" Emma M. Mantor, " Bessie Sprague.
Farmington, "	" Georgia Hunter.
Hooper, "	" Sarah E. Tichenor, " Ruth Prout.
Bountiful, "	" Jessamine A. Shepherd
Montclair, Centreville, "	" Ada M. Higgins.
Morgan, "	" Mattie D. Shute.
Coalville, "	" Margaret A. Brown.
Newton Centre, Lynne, "	" Mary E. Pascoe, " Carrie Engstrom.
Sandy, "	" Emma J. Colby, " Mary J. Hills.
Lehi, "	" Florence Beard, " Jessie F. Holmes,
Trenton, "	" C. Thompson.
Heber, "	" Sarah J. Lester, " M. C. Stoner.
Midway, "	
Henefer, "	" M. D. Shute.
Huntsville, "	" Rhoda Pomeroy.
Slaterville, "	" Mary O. Tabor.
Kamas, "	Mrs. H. H. Smith.
West Jordan, "	Miss Nella Field.
San Rafael, New Mexico,	" Ida L. Frost.
Barelas, " "	" Kate H. Durham.
Deming, " "	Mr. F. W. C. Hayes, Mrs. F. W. C. Hayes.
White Oaks, " "	Miss Abby F. Hull.

TEACHERS FOR THE YEAR 1889-90.

FIELD AGENT.

ISAAC HUSE, JR., Salt Lake City, Utah.

INCORPORATED ACADEMIES.

SALT LAKE, UTAH.

Prof. E. BENNER, Principal.

TEACHERS.

Prof. R. A. METCALF, Mrs. K. M. ASHLEY, Miss ELLA C. FITZGERALD,
Miss ALICE P. STEVENS, Miss HARRIET E. TURNER, Mr. CHARLES H. GARDNER.

ALBUQUERQUE, NEW MEXICO.

Prof. C. E. HODGIN, Principal.

TEACHERS.

Miss MATTIE M. WINSLOW. Miss LIZZIE M. GILMORE, Mrs. L. A. COLLINGS,
Miss FANNIE OVERMAN, Miss LOU LEE.

LAS VEGAS, NEW MEXICO.

Prof. GEO. S. RAMSAY, Principal.

TEACHERS.

MISS MARY G. WEBB, Mr. CHAS. MILLER, Miss DORRIE STAHL
Mrs. J. B. DICKINSON, Miss BETTIE GERRARD,

TILLOTSON, TRINIDAD, COLORADO.

Prof. HENRY E. GORDON, Principal.

TEACHERS.

Mr. FRED. A. PECK, Miss KATE CARMAN.

UNINCORPORATED ACADEMIES.

OGDEN, UTAH.

Prof. H. W. RING, Miss V. W. LUDDEN, Miss ABBIE P. NOYES.
Miss ALICE HAMLIN, Miss MARY L. MCCLELLAND.

PROCTER, PROVO, UTAH.

Prof. FORREST MERRILL, Miss M. F. FRENCH, Miss S. C. HERVEY,
Miss L. JENNIE FRENCH.

PARK CITY.

Prof. DAVID DENNIS, Miss JENNIE LATHAM.

VERMONT.

Bellows Falls	$ 72 20
Benson	12 04
Bennington	12 09
Bethel	4 00
Burlington, First	165 12
Second class in Third S. S.	1 65
College St. S. S. Mrs. Carter's class	12 86
Brandon	8 10
Brattleboro, Center	60 00
West	14 90
Windham S. S. Conf	15 00
Cambridge, Second	5 00
Chelsea, S. S.	6 00
Cornwall	28 10
Enosburg, Y. P. M Circle	20 00
Fair Haven, First Ch. and Soc.	2 97
Fair Haven	4 20
Hartford, S. S.	16 37
Manchester, A. Hemenway	15 00
Milton, Ch. and Society	2 54
Newbury, Friend	30 00
H. E. Keyes	4 50
Orwell	18 59
Quechy, S. S.	12 00
Randolph, Widow's Mite	1 00
Mary Nichols	1 00
Rutland	122 00
S S.	25 00
St. Albans	100 00
Sarton's River	7 59
Springfield	45 07
St. Johnsbury, North	14 00
Henry Fairbanks	100 00
Swanton, Y. P. S. C. E	40
Vergennes, Miss Abbie Wood	1 00
Waterville	1 00
West Brattleboro	20 00
Pastor	20 00
Vermont Woman's Home Miss. Union, Mrs. William P. Fairbanks, Treas	57 00
Norwich, Mrs. H. M. Stuart	1 00
Windsor, South, Mrs. Abbie Butler	10 00
W. H. M. U., of State	46 00
	$1058 29

MASSACHUSETTS.

Abington, First	$10 00
S. S.	43 06
Acton	4 10
Acushnet, First	20 00
Adams	17 19
Agawam	15 00
Amherst, First	65 00

Massachusetts, continued.

Amherst, College Ch	$123 87
North	60 00
North S. S	14 63
Mrs. C. H. Kellogg's S. S. Class	2 00
Andover, South	110 11
South S. S. Class	30 00
Mrs. Geo. Ripley's S. S. Class	4 40
L. H. M. S.	91 59
West	36 69
West Juvenile Soc	25 00
Free Ch	30 00
Abbott Acad., "German Hall Ten."	7 00
R. B. Mills	5 00
Mrs. M. M. Greene	10 00
Arlington	30 00
L. M. C.	8 00
Ladies of Church	15 65
Mrs. R. B. Howard	1 00
Samuel A. Fowle	10 00
Ashburnham, Mrs. Emma Evans	5 00
Ashby	16 72
Ashfield	7 50
Athol, Y. P. S. C. E.	12 50
Attleboro	9 00
Second	82 71
Attleboro Falls, Central	18 00
Auburndale, Mrs. Francis Dutton	5 00
Barre	35 50
Bedford	15 00
S. S.	15 00
Belchertown, Mrs. A. G. Southwick	0 50
Beverly, Dane St. S. S	79 09
" " W. H. M. S.	50 00
Washington St.	22 63
Miss Mary Crowley	2 00
H. O. Woodbury	10 00
Billerica	7 00
Blandford	5 00
Boston, Woman's Home Missionary Association	5,136 69
Dorchester, Second	195 25
" Village	35 94
" Pilgrim, L. M. S.	63 27
" Jr. Aux	10 00
" Gleaners	13 46
" Boys' Mission Band	2 50
" Harvard St.	80
" " S. S.	10 00
" Mrs. C. Dupee	1 26

Massachusetts, continued.

Boston, Dorchester, Miss Elizabeth Sharp $ 1 00
" Mrs. James H. Means 20 00
" Miss Miriam B. Means. 1 00
Park St., "Home Land Circle." 110 00
Phillips 50 00
" "Little Pilgrims" 10 00
" Mrs. Frances James 5 00
Shawmut 200 04
Roxbury, Immanuel 134 36
" S. S. 25 00
Central 20 00
Union 64 24
" "Union Workers." 10 00
Charlestown, Winthrop 83 20
West Roxbury, S. Evang. 36 33
Jamaica Plain Central S. S. 90 00
" Central, "A Friend." 25 00
Mount Vernon "Anon." 3 86
A. F. Hayward 250 00
J. N. Denison 100 00
S. D. Warren & Co 100 00
Miss M. C. Burgess 50 00
W. O. Grover 50 00
Mrs. S. E. Mason 25 00
"A Friend" 25 00
J. H. Nichols 25 00
"Baptist Friend" 10 00
Allen Print Co. 10 00
Geo. H. Gilbert 5 00
Miss Lavinia Farnham 5 00
Miss Carrie Hill 5 00
"A Friend" 5 00
Mrs. H. Amelia Perkins 2 25
Mrs. C. A. Putnam 2 00
Miss I. Tufts 1 00
"A Friend" 12
Boxboro 6 00
Bradford, First 17 31
Ward Hill, S. S. 10 00
Braintree, H. Strong Thayer 2 00
Brockton, Porter Evan 79 00
" W. C. T. U. 3 70
Brookfield, C. P. Blanchard 25 00
Brookline, Harvard 100 00
Ladies of Ch. 24 00
Brimfield, First 17 80
S. S. 10 00
Buckland 15 53
Cambridge, North Ave 148 22
" Y. L. M. C., North Ave. 25 00
Cambridgeport, Pilgrim 275 57
Prospect St 53 56
Wood Memorial, L. M. C. 13 63

Massachusetts, continued.

Cambridgeport, "Friends" $ 7 75
Campello, South 62 00
Canton, Elijah A. Morse 25 00
Centreville 4 68
Charlton 7 00
S. S. 14 27
Chelsea, First 117 75
First, Y. P. S. C. E. 1 00
Third 36 12
Central 90 22
Chesterfield 10 00
Chicopee, First 6 00
Second 47 16
Third 14 80
Clinton 80 39
C. L. Swan 50 00
Cohasset, S. S. 5 56
Concord, Trin. 19 80
Trin., Y. P. S. C. E. 3 50
S. S. Miss. Ass'n 20 00
Concord Reformatory 7 00
Conway 14 00
Cummington, Village 4 00
Curtisville 11 17
Dalton 50 20
Hon. Byron Weston 100 00
Danvers, Maple St 60 84
Dedham, First 108 45
Douglass 4 70
Dover 9 26
Dunstable 6 18
East Bridgewater, Union Ch. and Society 22 40
Easthampton, First 79 67
Payson 10 05
" S. S. 25 00
"Friends" 3 00
East Marshfield, Mrs. C. T. Prior's S. S. class 10 00
East Rochester 5 00
East Taunton, S. S. 3 25
Edgartown 7 56
Enfield 65 94
Everett 20 14
Falmouth 12 69
Fall River, First 90 91
Central 26 00
Feeding Hills 18 12
Fitchburg, Rollstone 119 10
Rollstone, Y. P. S. C. E. 21 30
Calvinistic 44 55
Mrs. Wm. H. Hubbard 1 00
Mrs. E. M. Dickinson 10 00
Florence 20 00
Foxboro 29 59
"Tracy" Y. P. S. C. E. 10 00
Framingham, Plymouth 22 00

Massachusetts, continued.

Framingham, Ellen K. Stone	$ 10 00
"A Friend"	12 00
Franklin	61 00
Gardner, First	110 27
Georgetown, First	19 67
Gilbertville	15 80
Mission Circle	9 55
Gloucester, Evang'l Ch	7 00
J. O. Procter	110 00
Miss Annie R. Dustin	10 00
Deacon Jacob Beacon	5 00
Reuben Brooks	10 00
Grafton, Evang'l Ch	27 55
Granby	25 00
S. S	19 60
Great Barrington, First	22 12
Greenfield, Second	75 83
Groton, "In Trust"	20 00
Groveland	16 30
Y. P. S. C. E	1 00
Hadley, First	10 00
Hamilton	34 60
"Gail Hamilton"	1 00
Hardwick, Calvinistic, S. S	13 92
Harvard	24 00
S. S	17 00
Haverhill, West	4 00
North	30 00
Mrs. Mary F. Ames	500 00
Algernon P. Nichols	500 00
James H. Carlton	25 00
Mrs. Geo. A. Sargent	10 00
Miss S. Kittredge	10 00
Mrs. Ruth B. Pearson	10 00
Mrs. Mary M. Tibbetts	10 00
Mrs. Mary C. Flint	10 00
Cash	1 00
Harwich, Y. P. S. C. E	5 00
Harwich Centre, Dr. B. D. Eldridge	1 00
Harwichport	3 68
Holbrook, Winthrop	50 00
Friends	3 00
Holliston, Mrs. S. G. Burnap	10 00
Holyoke, Second	83 64
Hopkinton	46 90
Housatonic	43 97
Hubbardston	30 00
Hyannis, M. M. C	5 93
Hyde Park, First	92 14
W. H. M. U	40 00
"King's Sons."	1 00
Indian Orchard, Y. P. S. C. E	2 00
Ipswich, First	20 00
South	15 00
Kingston, May Flower	10 00
Lakeville	8 00

Massachusetts, continued.

Lakeville, Union Grove	$ 3 50
Lancaster	7 60
Lawrence, Lawrence St	98 97
South	40 04
Trinity	20 15
Alice C. and Edw. C. Carter	1 15
Leicester, First	1 59
Lenox	43 13
Henry Sedgwick	100 00
Leominster, Orthodox	9 50
Leverett, Church and Society	6 00
Lexington, Hancock	65 30
Lincoln, M. J. Keeler	5 00
Littleton	10 00
Longmeadow, Gents' Ben. Soc	34 45
Ladies' " "	17 15
Y. P. S. C. E	3 94
East	4 25
Lowell, Pawtucket	13 36
Eliot	34 54
Kirk St	50 00
High St	54 16
Emma I. Wood	25 00
Geo. A. Marden	10 00
Carl Burt	2 00
C. Lamaster	2 00
"A Friend."	1 00
Lunenburg, Evangelical Ch	5 38
Lynn, First	37 32
Central	15 00
" Y. P. S. C. E	11 45
Chestnut St	10 00
North, L. M. C	25 00
Primary Class E. Baptist Ch	5 00
Lottie Hills	3 00
Mrs. Oren Smith	1 00
Malden, First	29 00
" S. S	25 00
" Y. P. M. C	324 45
Manchester, Y. P. S. C. E	13 40
Mansfield, Orthodox	17 32
Marblehead, First	23 00
Marlboro, Union	72 20
Marshfield, Rev. E. Alden	20 00
Massachusetts, "Donated."	100 00
Medfield, Second	73 00
Y. P. S. C. E	17 54
Medfield, "A Friend."	1 00
Medford, McCollom Miss. Circle	25 00
Melrose	64 04
Melrose Highlands	30 00
Merrimac	25 00
Medway, Village	30 00
Millbury	18 21
First S. S	25 00
Milford, First	94 42
S. S	35 43

Massachusetts, continued.

Milton, Y. P. S. C. E. ..... $ 5 00
Mittineague 9 05
Monson 49 14
Y. L. "Working Club." 50 00
Mrs. Helen Bacon's Class .. 1 25
Miss Sarah E. Bradford ... 5 00
Miss Hadassah Dewey 2 00
Montague 20 50
First S. S 13 50
Mount Hermon, Miss. Society. 25 00
Natick 20 72
"A Friend." 1 00
Neponset, Trin 21 22
" S. S. 20 00
Stone Miss. Circle 5 00
New Bedford, North 66 96
Trinitarian 64 15
Mrs. E. G. Leonard 50 00
Emily H. Bourne 10 00
Newbury, First 36 71
Newburyport, North 21 76
Prospect St 38 00
Belleville 205 11
Newton, First 86 16
Eliot 246 00
Mrs. H. E. Barker 1 00
Newton Centre, First 29 80
"A. F." 150 29
Miss E. C Lawrence 50 00
Newton Highlands 130 12
Newtonville, Central S. S. 50 00
North Adams, First 18 57
" S. S. 32 65
Deacon George French 1 00
Northampton, First 243 12
Edwards Ben. Soc 66 42
J. C. Hammond 10 00
North Andover, Children's Mite Boxes 11 27
Northboro 6 00
Evangelical S. S 13 45
Northbridge, Centre 25 00
Rockdale 30 86
Rockdale "Ladies' Soc." .. 15 05
North Brookfield 82 19
Thomas Snell 10 00
Mrs. Laura Montague 5 00
Mrs. H M. Nye 5 00
North Cambridge, Mrs. Elizabeth D. Howard 20 00
Northfield, Trin. S. S 18 00
North Haverhill, Gyles Merrill. 10 00
North Leominster 15 27
Church of Christ 21 06
Mrs. A. G. Boutelle's S. S. Class 2 50
North Weymouth 19 55

Massachusetts, continued.

North Weymouth, Henry B. Nichols. $ 1 00
S. A. Mannel 1 00
Mrs. Jas. Poulin 25
North Woburn 13 89
Mrs. Wheeler's S. S. Class. 11 00
Norton, Wheaton Seminary ... 10 00
" Miss. Society. 10 00
Mrs. E B. Wheaton 100 00
"Hat." 25
Norwood, First 102 00
" S. S 50 00
Oakham 16 89
Orange, W. A. Bliss 59 36
Oxford, First 33 98
W. M. S 5 00
Palmer, Second 122 00
Pawtucketville, "Golden Rule" Society 10 00
Helen M. Wilson 1 00
Peabody, Rockville 5 00
South 89 00
Pepperell 35 48
Ladies' Circle 17 00
Pittsfield, First 39 11
South 18 63
Plymouth, Church of the Pilgrimage 96 20
Provincetown 5 25
Quincy, Evangelical Church ... 29 53
Children's Miss. Band. 7 00
Randolph 98 60
S. S 11 40
Raynham 3 50
Reading 72 00
S. S 50 00
Y P. S. C. E 4 04
Rockland 49 00
Y. P. S. C. E 17 00
Rockport 11 24
First 14 74
Rutland 5 00
Salem, Union Meeting 33 59
"S. O. D." 5 00
Salisbury, Joyful Helpers' Union 10 00
Sandersville 20 00
Saxonville, Edwards 17 00
Scotland, Y. P. S. C. E., First .. 2 64
Sheffield, S. S 19 10
Shelburne Falls 8 25
Sherborn, Pilgrim, S.S. Mite Box 8 30
Somerville, Prospect Hill Y. P. S. C E 12 00
Prospect Hill, Miss Georgia Thompson's S. S. Class .. 1 50
Winter Hill 44 75

Massachusetts, continued.

Somerville, Franklin St. Y. P. S. C. E. ..... $ 10 00
George Crosby 150 00
South Attleboro 12 22
Ruth P. Harrington and Lillie W. Sadler 10 00
Southboro 6 30
South Braintree 15 00
Southbridge 46 65
M. F. Leonard 10 00
South Deerfield 25 41
S. S. 5 64
South Egremont 54 76
South Hadley, First 22 00
South Framingham, South 156 27
S. S. 18 72
South Hadley Falls 29 64
South Wellfleet 8 07
Spencer, First 168 71
Springfield, First 154 36
Chas. E. Brown's S.S. Class 50 00
Olivet 22 78
South 248 37
" S. S. 25 00
North 13 00
Indian Orchard 7 49
Hope 77 32
Memorial 15 20
Homer Merriam 500 00
J. H. Southworth 250 00
Mrs. Horatio Lyon 10 00
"A Friend." 5 00
Stockbridge 88 42
S. S. 27 50
J. P. Sayles 1 00
Stoneham 9 51
Sunderland, First 16 92
S. S. 27 53
Sutton 7 03
Swampscott 16 25
Taunton, Trinitarian 77 07
Union 75 00
" Y. P. S. C. E. 5 00
Winslow 14 05
Friends 20 00
Tewksbury 40 59
Topsfield 8 00
Chas. Herrick and wife 50 00
Town-end 51 26
Upton, First 16 36
Uxbridge, L. M. S. 10 00
John Williams 1 00
Wakefield 154 75
S. S. 24 88
Mission Workers 10 00
Walpole, S. S. 35 00
Y. P. S. C. E. 72 46

Massachusetts, continued.

Waltham $203 84
Mrs. M. T. Goodrich 1 00
Friends 1 55
Wareham 22 25
Dora M. King 5 00
Warren 118 00
Y. P. S. C. E. 11 00
Mary G. Hitchcock 1 00
"A Friend." 1 00
Webster First and Society 75 23
Wellesley 59 00
Christian Association of Wellesley College 600 00
A friend in Chicago 10 00
Wellesley Hills 43 63
Harriet Gray 130 00
Wellfleet 11 00
Y. P. S. C. E. 2 00
Wenham 4 12
Westboro 81 72
Mission Guild 5 00
"A Friend." 1 00
West Boylston, First 5 25
West Brookfield 1 87
S. S. 5 00
Westfield, First 43 65
Second 65 27
West Granville 10 00
Westhampton 18 87
S. S. 27 10
West Medford 7 00
Rev. F. G. Clark 1 00
West Medway, Second 14 00
" S. S. 1 25
" Y.P.S.C.E. 1 10
Westminster, Friends 6 50
West Newbury, First 12 00
" Y.P.S.C.E. 7 00
West Newton, Second 85 25
S.S. Prim. Class 2 00
West Springfield, First 24 00
" S. S. 12 58
Mittineague 10 70
Park St. 41 38
" Y. P. S. C. E. 10 00
Mrs. Lucy M. Bagg 500 00
{ Mrs. Harriet A. Southworth, Thomas D. " Alice H. " } 30 00
West Stockbridge 10 00
West Tisbury 10 00
West Upton, Miss. Circle 2 00
Weymouth, First 104 15
East 44 21
S. S. and O. W. Allen 10 00
Union, Miss Richards' S. S. Class 5 00

Massachusetts, continued.

Weymouth and Braintree	$ 2 00
Whitinsville, "Merry Gleaners"	40 00
Mrs. Chas. P. Whitin	50 00
Miss Annie L. Whitin	25 00
Edward Whitin	25 00
Wm. H. Whitin	25 00
Mrs. G. M. Whitin	25 00
Arthur F. Whitin	20 00
Mrs. Chas. E. Whitin	10 00
Mrs. J. G. Abbott	5 00
Mrs. J. Lasell	50 00
Miss Helen Abbott	1 00
Mrs. M. A. Bachelor	35 00
Whitman	57 87
Caroline Whitman	50 00
Williamsburgh	17 00
Williamstown, First	31 80
Wilmington	12 00
Winchendon	55 70
S. S	20 00
Winchester, First	129 06
Wollaston, First	23 92
Wollaston Heights, J.L. Lovett	1 00
Worcester, Central	204 51
Union	391 32
Plymouth, Ladies' Ben. Soc.	177 74
Piedmont	283 99
" S. S	75 00
" Mrs. Henry Hutchins, S. S. Class	1 75
" Primary S. S. Class	20 88
" Friends	11 00
Salem St.	33 96
Estate of Moses Holman	500 00
J. M. Bassett	100 00
L. A. and A. W. Giddings	5 00
Mary H. Goddard	2 00
	$26,423 53

RHODE ISLAND.

Central Falls, A. A. Mann, M.D.	$ 5 00
Mrs. I. H. Lyon	2 00
Little Compton, United Cong. Ch	24 05
Newport, Friends, United Cong. Church	10 65
Providence, Beneficent	251 46
Central	61 10
Pilgrim	108 40
Union	17 00
Plymouth S. S	10 25
R. Hazard	4,000 00
Mrs. M. R. Hazard	300 00
James Coates	250 00
F. B. Carpenter	100 00
S. S. Sprague	100 00
J. W. Danielson	50 00

Rhode Island, continued.

Providence, Royal C. Taft	$ 25 00
Geo. E. Claflin & Co.	20 00
W. S. Hogg	15 00
A. C. Barstow	10 00
Henry G. Thresher	10 00
Mrs. Hannah W. Huston	5 00
E. B. Barrows	5 00
John Eddy	5 00
Fitz James Rice	10 00
Thomas C. Powell	5 00
D. Russell Brown	5 00
Wm. A. Spicers	5 00
W. Knight	1 00
Friends	7 00
Cash	3 50
Pawtucket, Allen F. Bray	25 00
Geo. H, Fuller	10 00
R. A. Gage	5 00
Garvin D. Wilson	2 00
Cash	2 60
Peacedale, "A Friend," by Caroline Hazard	20 00
Westerly	10 43
	$5,676 44

CONNECTICUT.

Avon, East	$ 8 00
Barkhampsted	4 00
Berlin	20 00
Bethel	12 05
Birmingham	16 75
Bloomfield	6 00
Bolton, Rev. Luther H. Barber	5 00
Branford, First	10 50
H. G. Harrison	7 00
Bridgewater	7 63
Bristol	118 33
S. S.	20 00
H. W. Plumb	5 00
Bridgeport, First	4 00
Park St	38 50
South	40 67
West End	5 57
Broad Brook	14 25
Centrebrook and Ivoryton	25 76
Chaplin, Rev. N. Beach	1 00
Cheshire	16 63
Y. P. S. C. E	5 00
Mrs. E. C. Baldwin's S. S. Class	1 50
Friend	3 50
Chester	36 22
Ladies of Church	60 78
Clinton	27 58
Colchester, First	36 00
S. S	6 25
Young People's Meeting	1 36

ecticut, continued.

"I. H. M."	$50 00
rst	15 00
rst	15 20
C. E., Second	10 00
	90 36
C	26 00
rst	32 43
	18 00
le, Westfield Ch	32 36
	18 75
d, First	51 24
" S. S.	28 10
n, First	20 67
	1 00
r, Friends	5 00
tock, Church and y	5 00
it	45 00
race Patton	5 00
	10 00
First, Y. P. S. C. E.	10 00
	27 56
First	56 97
" S. S	50 00
ah Porter	50 00
nd."	5 00
, J. B. Williams	50 00
illiams	50 00
Williams	50 00
E. Goodrich	50 00
M. Goodrich	77 00
ill	6 60
	13 31
Second	24 39
	22 00
rst	54 96
	20 00
rst,	316 22
S	33 00
C. H. M. U.	80 00
te Box	1 00
S. S	5 50
	13 50
	33 00
. S	25 00
. S	25 00
Hill	236 36
Ave., "Kind Ten."	2 00
Mather	500 00
ria H. Wells	100 00
e Lyman	100 00
Smith	100 00
B. Smith	25 00
G. Howe	25 00
isbie	25 00
uise Root	10 00
. Stanton	5 00

Connecticut, continued.

Hartford, "A Friend"	$10 00
"A Friend"	10 00
Harwinton, Miss Eveline S. Barker	10 00
Huntington	8 00
Jewett City, Second	11 30
Conference	20 00
A. A. Young	20 00
Kensington	40 20
Kent	14 39
Lakeville, Mrs. M. H. Williams	2 00
Lebanon, First	44 52
Birthday Thank offering, "A Friend."	10 00
Ledyard, S. S	9 78
Litchfield, First	60 05
Long Ridge, S. Y. Linn	2 00
Manchester, Second	35 88
Meriden, First	175 00
" S. S	25 00
Centre	15 00
Middlefield, Lyman A. Mills	55 00
Middletown	22 43
S. S	25 00
Third	3 45
Milford	76 50
Mrs. E. W. Kowing	5 00
Mount Carmel	9 77
Naugatuck	30 00
New Britain, First Church of Christ	69 47
South	5 00
" S. S	30 00
New Hartford, Miss S. J. Prouty	5 00
New Haven, United Ch.	136 35
" Y.P.S.C.E.	20 00
" Jr.Y.P.S.C.E.	10 00
" Y. L. M. C.	10 00
College St	48 53
Church of the Redeemer S.S.	20 00
Davenport, Friend	10 00
Howard Ave	46 74
Humphrey St. S. S.	50 00
Dwight Place	44 88
"A. B."	5 00
"Friends"	8 25
Newington	36 33
Mrs. Hepzibah Stoddard	1 00
New London, First	79 87
Second	152 48
Trust Estate Henry P. Haven	150 00
Miss F. Miner	30 00
New Milford, First	98 54
Ladies' Mite Society	12 00
Newtown	5 00
Niantic	3 00

Connecticut, continued.

Norfolk	$ 13 54
Misses Alice and Isabella Eldridge	125 00
Northfield	22 53
Northford	18 00
North Greenwich	11 00
North Haven, S. S	23 38
North Madison	8 00
Norwalk	20 18
L. H M. A	25 00
Sunbeams Primary Dep't S. S	5 00
Judson Cable	1 00
Norwich, First	39 36
Second	87 05
S. S	9 34
Broadway	403 51
Park	1,565 04
Norwich Town, Geo. F. Hyde	5 00
Old Lyme, First	56 77
Orange	10 00
Plainfield, First	6 00
Plainville, S. S	60 50
Mrs. Chas. Lewis	2 00
Plantsville	67 74
S. S	22 35
Mrs. T. Higgins	100 00
Plymouth	21 50
Mr. and Mrs. J. M. Wardwell	45 00
Pomfret	21 00
Portland, First	16 10
Prospect	24 00
Putnam, Second	45 18
Annie G. Cutler	5 00
Redding	5 00
Ridgefield, First	11 46
Rockville, Second	13 94
Union	64 42
J. N. Stickney	5 00
Roxbury, Mrs. B. S. Preston	5 00
Salisbury	17 76
Sherman	7 85
Simsbury, First Church of Christ	13 00
South Britain	11 80
Southington, First	19 64
Mrs. Julia A. Dickerman	100 00
Friends	11 00
South Norwalk	40 00
Southport	169 25
John H. Perry	15 00
Esther Waterman and Margaret Holman	55
South Windsor, First	10 71
S. S	7 94
Home Dep't S. S	1 00

Connecticut, continued.

Stamford, First	$ 75 11
" Y.P.S.C.E	8 91
Stanwich	1 00
Stratford	43 30
Suffield	24 83
Taftville	14 87
Talcottville	76 77
Terryville	117 65
S. S	21 49
O. D. Hunter	25 00
N. T. Baldwin	25 00
R. D. H. Allen	10 00
Thomaston	11 60
L. M. C	20 00
Dr. L. T. Woodruff	10 00
Mrs. G. W. Gilbert	10 00
T. J. Brechtret	5 00
Friends	10 00
Thompson	6 50
Torrington, First	5 00
	51 02
Y. M. U. Meeting	5 00
Unionville, First Church of Christ	24 30
Voluntown and Sterling	2 00
Wallingford	38 68
Washington	25 83
Waterbury, First	32 39
First, S. S. and others	100 50
" L. M. C	50 00
Second	229 08
" S. S	50 00
Sunshine Circle	10 00
Mrs. W. H. Camp	50 00
J. Holmes	5 00
Friends	28 00
Watertown, S. S	15 00
Miss Sarah Pelton's Class	20 00
Wauregan	20 00
Westchester, Y. P. S. C. E	2 25
West Hartford	54 37
West Haven, Mrs Emeline Smith	10 00
Westport, Saugatuck	1 00
West Winsted, Second	62 13
Henry Gay	25 00
Wethersfield	16 57
Williamsville	5 00
Willimantic, Y. P. S. C. E. Union Church	5 00
Wilton	25 00
Winchester	4 46
Miss Mary Goodenough, S. S. Class	1 00
Windham	25 75
Conf. of Congregational Churches	5 00

Connecticut, continued.

Windsor, First	$40 25
Friends	16 59
Windsor Locks	55 67
Winsted, D. Strong	25 00
Friend	50 00
G. B. O.	2 00
Cash	30
Wolcott	7 20
Woodbury, First	10 00
Woodstock, First	8 27
S. S.	13 00
Conn, Woman's Home Missionary Union, Mrs. S. M. Hotchkiss, Sec'y, $254 56	
Bridgeport, L. S. C.	14 00
Fairfield, First, L. S.	5 00
Hartford, First Ch.	80 00
Mrs. H. A. Perkins	100 00
Miss C. A. Jewell	25 00
J. C. Parsons	20 00
Col. L. A. Barber	10 00
Suffield, Y. L. H. M. C.	56
	$10,576 61

NEW YORK.

Albany, First	$29 10
S. S.	8 04
Infant Dep't., S. S.	2 36
Clinton Ave.	17 07
Judge W. L. Learned	75 00
A. N. Husted	10 00
Misses Mac Naughton	5 00
Mrs. Murphy's Mite Box	2 34
Aquebogue	8 00
Astoria, Miss F W. Blackwell.	4 00
Berkshire, Christian Endeavor Society First	19 79
Binghamton	112 27
Baptist Church	43 98
Florence Bean, Clara Ensign, Edith Gates, Florence Stone, and Myrene Beman	1 00
Blooming Grove	24 50
Brooklyn, Plymouth	50 00
Ladies of "	2 16
Ch. of Pilgrims	107 11
" S. S.	100 00
Ladies of Ch. of Pilgrims	5 60
Mrs. Jane E. Parish	5 00
Miss A. A. Wells	5 00
Clinton Ave.	56 75
" " S. S.	50 00
Central S. S.	507 88
Ladies of Tompkins Ave. Ch.	3 54

New York, continued.

Brooklyn, German Evang'l S.S.	$25 00
Julius Davenport	100 00
Mrs. Elizabeth G. Stillman	25 00
Wm. C. Redfield	10 00
Frederick Weldin Splint	1 00
Buffalo, First	67 20
Pilgrim	5 00
Mrs. Wm. G. Bancroft	30 00
S. N. McWilliam	5 00
Franklin Selleck	5 00
W. W. Hammond	1 00
Canandaigua, First	22 12
Churchville	8 00
S. S. Mission Circle	35 00
Clifton Springs, W. W. Warner	7 00
Copenhagen, First	20 00
Cortland	31 53
Crown Point, Y. P. S. C. E., First	2 35
Deer River	5 50
East Randolph, M. S. Wilcox	1 00
Elbridge	4 25
Fairport	47 22
Franklin	30 00
Friendship, Mrs. S. H. Cotton's S. S. Class	6 00
Gloversville	162 08
Green	2 00
Rev. H. P. Bake	5 00
Homer	62 00
S. S.	17 00
Girls' Miss. Band	5 00
Miss Emily Robinson	1 00
Little Valley	4 06
Lockport, First	10 00
Malone, First	61 05
Mrs. Mary K. Wead	50 00
Mannsville	5 00
Middletown	81 16
Moravia, First	2 50
Napoli, S. S.	3 30
New York, Pilgrim Ch., Ladies' Society for Christian Work	20 00
E. H. Van Ingen	200 00
S. T. Willetts	6 25
A Friend	1 00
North Walton	10 00
Norwich	57 56
Primary Dep't S. S.	5 00
H. T. Dunham	10 00
Mrs. R. A. Barber	2 00
Mrs. E. F. Turner	2 00
A Friend	2 00
Orwell, Ladies' Aux	40 00
Oswego, First	37 27
Oxford	50 38

New York, continued.

Patchogue, First	$10 00
Paris	13 55
Phœnix, Y. P. S. C. E.	10 00
Plattsburgh, Mrs. P. D. Moore.	1 75
Poughkeepsie, First	12 71
W. J. Carpenter	5 00
Renssalaer Falls	3 00
Riverhead	7 50
Rochester, Mrs. V.F.Whitmore.	1 00
"Cash," Second	68
Saugerties	9 09
Sayville, L. I., S. S.	5 39
Sherburne, Ladies' Aux	10 00
Miss E. A. Rexford	10 00
Miss Fannie L. Rexford	5 00
Smyrna	29 46
Herbert M. Dixon	5 00
South Hartford, Y. P. S. C. E.	2 00
Spencerport	10 00
Syracuse, Plymouth	57 30
Utica	55 50
Walton, First	100 77
" "Little Helpers".	31 00
Union of Ladies	15 50
Warsaw	21 00
West Winfield	10 50
Wilson, Union Service	5 43
Miss Carrie W. Hunt	2 50
Woodville	8 70
W. H. M. U.	13 18
Wrights Corners, Presbyterian	2 91
New York Woman's Home Miss. Union, Mrs. L. H. Cobb, Treas. $741.96.	
Binghamton, Helpers, H. M. S.	50 00
Brooklyn, Puritan	99 06
East S. S.	50 00
" Ladies' Aux.	33 50
Central, Boys and Girls Mission Band	10 00
Buffalo, First, L. M. S.	40 00
Copenhagen, Ladies' Aux.	30 00
Fairport, Ladies' Aux	51 00
Mrs. Mary Dickinson	100 00
Homer, Band of Hope	5 00
Ladies' Society, H. M. U.	16 00
Honeoye, Ladies' Aux	25 00
Norwich, Ladies' Aux.	5 00
Oswego, Ladies' Aux	20 00
Oswego Falls, The Willing Workers	5 00
Oxford, Ladies' Aux	49 00
Mission Band	5 00
Poughkeepsie, Ladies' Aux	25 00
Riverhead, Ladies' Aux.	30 00
Rochester, L. M. S.	5 00

New York, continu

Seneca Falls, L. H. M. S. F	
Walton, S. S.	
L. H. M. S.	

NEW JERSEY.

East Orange, Trinity	
Grove St	
Jersey City, Tabernacle.	
Montclair, First	
Newark, First	
Third	
Belleville Ave	
Orange Valley	

PENNSYLVANIA.

Allegheny, Mrs. S. P. Harb	
Canton, H. Sheldon	
Philadelphia, Central	
What-so-ever King's Da ters	
Children	
Germantown	
Ridgeway, First	

MARYLAND.

Baltimore, First	
" Y.P.M.Cir	
Second	

DISTRICT OF COLUM

Washington, First	
Tabernacle	
B. N. and E. M., Seymc	

NORTH CAROLINA.

Oaks, Miss E. W. Douglas	

FLORIDA.

Daytona, Sunday B. S.	

ALABAMA.

Talladega, Talladega Colleg	

TENNESSEE.

Chattanooga, Miss L. M. Lawson	$ 2 00
	$ 2 00

OHIO.

Akron	$ 57 40
Ashtabula	26 70
Bedden, First	1 00
Berlin Heights	2 82
Canfield	7 10
Centre Belpre, S. S.	3 00
Chagrin Falls, First	6 65
Cincinnati, Central	67 35
Central, S. S	16 26
Claridon	2 90
Cleveland, First	13 18
S. S	4 58
Euclid Ave	43 36
Union	2 05
Jennings Ave	25 03
Columbus, First	102 36
Cuyahoga Falls	7 64
Eagleville	1 21
East Toledo	6 00
Elyria, Little Helpers, First	5 00
Fitchville	1 58
Geneva, First	16 26
Gustavus	1 75
Harbor	6 03
Harmar	69 15
Hudson	18 00
Kelley's Island	9 14
Kent	10 00
Kinsman, Pres. and Cong. S. S.	50 00
Isaac Newton	50 00
Lenox	5 25
Litchfield	6 00
Lodi, H. M. S	6 00
London	1 34
Madison, Central	28 85
Mrs. L. H. Roe	6 00
Mansfield, First	126 18
Medina	54 38
Nelson, Legacy Mrs. Mary A. Fuller	50 00
New London	2 00
North Bloomfield	5 01
North Madison	1 71
North Monroeville, First	17 81
First, S. S	2 25
North Ridgeville	10 00
Norwalk, Thos. Hagaman	5 00
Oberlin, First	136 57
Second	74 55
L. S.	20 00
Painesville	32 00

Ohio, continued.

Plain	$ 4 60
Rochester	1 85
Rock Creek	4 13
Salem, David A. Allen	10 00
Ada D. Southworth	15 00
Sandusky, First	3 95
S. S	33 58
Springfield, First	12 07
Strongsville, First	10 00
Tallmadge	31 03
Toledo, Central	7 70
La Grange St	3 41
Washington St	21 00
Unionville, Mrs. E. F. Burnelle	5 00
Mrs. Elvira Stratton	2 00
Vermillion	4 01

Ohio Woman's Home Miss. Union, Mrs. Phebe A. Crafts, Treas.	$332 61
Akron, W. M. S	10 00
Ashtabula, L. M. S	3 00
Mrs. Blythe	5 00
Cincinnati, Central, W. H. M. U.	4 00
Cleveland, Boys' and Girls' Miss Band	63
First, Y. P. S. C. E	4 08
H. M. S	17 50
Columbus, W. M. S., Eastwood	26 00
O. W. H. M. U., "A Friend"	63
Harmar, "A Friend"	1 00
W. M. S	84 25
Hudson, L. H. M. S	12 00
Jefferson, Jr. Miss. Circle	5 00
Madison, W. H. M. S	6 00
Mansfield, W. B. S	12 17
Medina, L. M. S	27 00
Oberlin, Y. L. M. S	10 00
Painesville, L. E. Sem., Misses Evans and Bentley	5 00
Mite Soc. of Lake Erie Sem.	12 00
St. Mary's, L. M. S	1 25
Salem, Mrs. D. A. Allen	1 00
Springfield, W. H. M. S., First	7 50
Toledo, Central, W. M. U	24 50
Alexis, "Willing Workers"	5 00
Collection, U. Meet'g, Central	5 50
Unionville, W. M. S	42 60
	$1,726 34

INDIANA.

Elkhart, First	$ 5 45
Y. P. S. C. E	3 50
Fort Wayne, John Gilbert	5 00
Indianapolis, Plymouth	30 15

Indiana, continued.

Indianapolis, Mayflower	$14 21
Michigan City, First	25 13
Mr. Hurd's S. S. Class	33 00
	$116 44

ILLINOIS.

Abington	$ 3 00
Amboy	70 00
S. S	11 65
Ashkum	7 66
Aurora, First	40 37
L. M. S	31 15
New England	20 00
Mrs. J. L. Greenfield	5 00
Avon	6 65
Batavia, First	15 00
First, S. S	15 00
Beardstown	25
Bowmansville	10 00
Braceville	4 38
Buda	36 26
Bunker Hill	11 50
Canton	9 00
"A Friend"	5 00
Chenoa	3 14
Chicago, First	230 66
H. D. P. Bigelow	15 00
T. M. Avery	5 00
Plymouth	118 35
A. P. Kelley	100 00
New England	163 88
" " S. S	50 62
O. B. Green	75 00
Union Park	190 82
" " Y. P. M. S	74 00
South, S. S	10 00
" W. H. M. U	11 35
Lincoln Park	81 24
" " Ed. T. Keyes	10 00
Tabernacle Ch. and S. S	4 00
Leavitt St	6 47
Millard Ave	26 50
South Park	18 00
" " Y. P. S. C. E	13 25
Western Ave	16 06
Armour Mission	7 40
Bouton & Co	50 00
W. E. Sanford	15 00
Miss Frederika Skinner	5 00
Clifton	7 00
De Pue	30
Dover	25 00
S. S	2 05
Dwight	4 50
S. S	2 40
Earlville, "J. A. D."	25 00

Illinois, continued.

Elgin, Prospect St	$
First	
" S. S	
Englewood, First	
S. S	
Evanston, First	
" S. S	
Farmington	
Forrest	
Galesburg	
First Ch. of Christ	
Glencoe, S. S	
Greenville	
Hennepin	
Highland, First	
Hinsdale	
Homer	
"Iliinois," "Iota"	
Ivanhoe	
Joy Prairie	
S. S	
Kendall Co., Seward	
Kewanee	
L. M. S	
Lacon	
La Grange, Y. P. S. C. E	
Lake Forest, Rev. W. A. Nichols	
Lamoille	
Lisbon	
Loda, Mrs. Barstow	
Lombard, First	
Lyndon	
Lyonsville	
Malden	
Marseilles	
Mendon	
Mrs. Jeannette Fowler	
Millburn	
Moline, First	
Mount Forest	
New Windsor	
Oak Park, First	
Odell	
Oswego	
Ottawa, First and Society	
Payson	
Peoria, First	
Plymouth	
Plainfield	
Plano	
Plymouth	
Polo, Mrs. R. M. Pearson and Daughter	
Port Byron	
Princeton, First	
Prospect Park	
Providence	

Illinois, continued.

Rock Falls	$ 5 00
Rockfeller, S. S	6 73
Rockford, Second	166 01
" S. S	25 00
Miss. Soc. of Seminary	23 11
Rollo	8 21
Rosemond	4 00
Roseville	14 09
S. S	9 84
St. Charles	10 00
Sandwich	12 75
Shabbona	42 24
Sheffield, Ladies Aux	3 00
Somonauk	1 50
South Chicago	10 50
Springfield, First	37 61
Second	6 40
Stillman Valley, L. H. M. S	20 00
Sterling, First, W. M. S	10 00
Streator	12 34
Sycamore, First	29 17
Thawville	1 00
Tolono, Mrs. L. Haskell	10 00
Toulon	24 42
S. S	4 27
L. M. S	9 00
Victoria	3 43
Waukegan	4 50
Wauponsee Grove, S.S	27 89
Waverly	17 26
Western Springs	16 00
Wheaton, College	18 32
Winnetka, First	32 63
Woodburn	7 00
Woman's Home Miss. Union of Illinois, Mrs. C. E. Maltby, Treas. $524 42	
Buda, L. M. S	5 75
Canton, Ladies' Aux	7 75
Champaign, "U"	80 38
Children's Aid Society	5 00
Chicago, New England, L.M.S.	88 00
Leavitt St., L. H. M. U	19 65
Lincoln Park, L.M.S	13 98
South Park, L. M. S	10 00
Englewood, L. M. S	10 50
Galva, L. M. S	29 40
Harvard, L. M. S	5 00
Lombard, W. M. S	17 00
Marseilles, L. M. S	25 00
Mendon, L. M. S	5 50
Oak Park, Ladies' Ben. Soc	103 50
Plainfield, "U"	9 00
Providence, L. M. S	11 50
Rantoul, L. M. S	7 25
"U"	19 47

Illinois, continued.

Rockford, First, W. H. M. S	$28 25
" Y.W.H. & F.S.	6 00
Second, W. H. M. S	16 54
	$4,432 91

MICHIGAN.

Alpena	$25 00
Banks	2 49
Breckenridge	2 76
Charlevoix, Banks	2 60
Covert	5 00
Detroit, First	167 80
" S. S	37 71
Fort Wayne	3 00
W.H.M.S., Woodward Ave.	25 00
D. M. Ferry	100 00
J. K. Burnham	25 00
Grand Rapids, First	28 03
Greenville	60 00
Hancock	29 00
Hudson	5 02
Lansing, Plymouth	20 50
Manistee, First	16 67
Stockbridge, Mrs. R. W. Reynolds	7 00
Union City, I. W. Clark	100 00
Michigan Woman's Home Miss. Union, Mrs. E. F. Grabill, Treas. $12 65	
Lansing, W. H. M. S	2 65
Muskegon, W. M. S	10 00
	$675 23

WISCONSIN.

Appleton	$25 50
Beloit, First	72 34
Berlin, W. M. S	5 00
Clinton	14 00
Eau Claire, First, S. S	10 00
Cheerful Givers	23 75
Elkhorn	8 34
Miss Millie A. Hand	121 00
Fond du Lac	31 57
Fulton	5 00
Genesee	7 07
Hartland, Lutie and G. W. Henderson	10 00
Janesville, First	50 00
Kenosha, Bristol and Paris	10 66
Kinnickinnic	4 00
La Crosse, First	8 51
Lake Geneva, First	15 62
Lake Mills	2 06
Madison, First	7 98
Primary S. S	10 00

Wisconsin, continued.

Menasha, S. S.	$ 4 36
Menomonie	15 80
Milton	2 51
Potosi	3 27
Ripon, First	24 81
River Falls, First	16 00
Wauwatosa	28 00
West Salem, "Coral Builders"	10 00
Rev. and Mrs. Anson Clark	3 00
Whitewater, First	48 66
Windsor, First	6 00
Wisconsin Woman's Home Miss. Union, Mrs. C. C. Keeler, Treas. $116 55	
Beloit, First, W. M. S.	23 40
Brodhead, Mrs. J. T. Sherman	5 00
Clinton, L. M. S.	2 00
Cooksville, S. S. Class	2 50
Eau Claire, First, W. H. M. S.	45 10
Janesville, W. H. M. S.	11 79
Madison, W. H. M. S.	1 75
Milwaukee, Grand Ave., W. H. M. S.	25 00
	$721 35

MINNESOTA.

Alexandria, First	$ 4 30
Brainerd, First	8 00
Duluth, Pilgrim	5 00
Elk River, Union	7 02
Faribault	12 52
"Friend"	5 00
Glyndon	9 29
Union S. S.	1 12
Granite Falls	1 87
Hamilton	10 21
Lake City, First	18 25
Little Falls	3 65
Medford	3 00
Minneapolis, First	13 91
Plymouth S. S.	50 00
Vine St.	1 51
Union	15 05
Park Ave.	33 00
Silver Lake Mission	5 00
Lyndale	6 75
Fifth Ave.	5 00
E. S. Jones	150 00
Robert D. Russell	25 00
Wm. M. Bristol	2 00
Morris	17 09
Northfield	87 21
Owatonna	7 25
Plainview	5 72
Paynesville, Y. P. S. C. E.	2 65
Rochester	51 28

Minnesota, continue

Rochester, S. S.	
What-so-ever Society	
Sleepy Eye	
St. Cloud, First	
St. Paul, Plymouth	
Pacific	
S. S.	
Thank Offering	
Waseca, First	
Winona, First	
Zumbrota, First	
Minnesota Woman's Ho Miss. Union, Mrs. M. Skinner, Treas. $603	
Austin, W. M. S.	
Clear Water, S. S.	
Elk River, S. S.	
W. H. M. S.	
Glyndon, S. S.	
"M. B"	
Granite Falls, "N"	
Hancock, W. M. S.	
Hutchinson, Daughters of King	
Lake City, S. S.	
Mantorville, S. S.	
Marshall, W. M. S.	
Minneapolis, First, W. M. S.	
Second, W. M. S.	
Plymouth	
" W. H. M. S.	
People's, W. M. S.	
Park Ave. M. S.	
Como Ave., Seekers Af Knowledge	
Mrs. H. L. Chase	
Morris, W. M. S.	
Owatonna, W. M. S.	
Plainview, S. S.	
Rochester, Y. L. M. S.	
St. Paul, Plymouth, W. M. for Mrs. Bailey	
Plymouth, Y. L. M. S.	
Park, W. M. S.	
Atlantic, W. M. S.	
Waseca, W. M. S.	
Worthington, Mission Band	
Zumbrota, Concert Coll.	

IOWA.

Afton, H. W. Perigo	
Algona	
Ames	
Y.P.C.A., Iowa Agric. Co	

Iowa, continued.

Anamosa	$ 21 78
Baldwin, A Friend	5 00
Baxter, Ladies' Aid Society	5 00
Bear Grove	2 70
Belknap	3 25
Bellevue	8 52
Belmond	6 44
Brighton	8 06
Burlington	58 23
Cedar Falls	11 00
Cedar Rapids, Rev. and Mrs. C. H. Morse	5 00
Charles City	38 74
Y. P. S. C. E	5 00
Cherokee, First	48 67
" S. S	10 00
Y. P. S. C. E	25 00
F. E. Whitmore	100 00
Chester Centre	12 04
For Rena Clark Memorial Scholarship	12 25
Clay	13 01
Clear Lake, First	6 75
Clinton, S. S	22 00
Y. P. S. C. E	15 00
Cincinnati	4 00
Davenport, Edwards	51 50
Decorah	29 16
Denmark	30 00
L. M. S	6 00
Des Moines, Plymouth, W.M.S.	5 00
C. B. Atkins	18 53
Dubuque, First	34 70
Eldon	3 25
Eldora	53 14
Fairfield	3 50
Genoa Bluffs	2 40
Gilman	6 70
Glenwood	22 00
Golden Prairie	8 50
Green Mountain	5 36
Grinnell	50 00
A Friend	25 00
Harlan, S. S	3 00
Hendson	2 00
Hickory Grove	7 25
Humboldt, Birthday-Box S. S.	3 00
Iowa City	31 00
Iowa Falls	3 68
Lyons	12 30
McGregor	50 94
J. H. Ellsworth	10 00
Manchester	19 52
Maquoketa	26 46
Marion	23 18
Mason City	6 02
Miles	12 90

Iowa, continued.

Monona	$ 5 63
Monticello, L. M. S	10 00
Mt. Pleasant	5 57
Muscatine, First	10 00
" S. S	10 00
Nashua	20 00
L. H. M. U	25 00
Newbury	4 05
Newell	4 33
L. M. S	1 50
New Hampton	8 95
Odebolt, O. N. Bagnell	5 00
Onawa	10 00
Polk City	4 54
The Children	1 49
Preston	6 56
Red Oak	21 62
Reinbeck, First	21 15
Riceville, L. M. S	1 00
Rockford	7 40
Rockwell	11 50
Sabula	5 00
Silver Creek, Y. P. M. S.	9 75
Sioux City, First	40 00
" S. S	2 80
Pilgrim	11 34
Storm Lake, First	21 62
Strawberry Point, First, Whatsoever Society	22 15
Tabor	51 29
Toledo, First	11 81
Y. P. S. C. E	6 25
Traer	14 50
Waterloo, First	25 00
Waverly	7 07
Wayne	11 60
Webster	6 00

Iowa Woman's Home Miss. Union, Mrs. M. J. Nichoson, Treas	$404 47
Anamosa, W. M. S	7 25
Belle Plain, Ladies' "U"	5 00
Bellevue, Y. P. S. C. E	5 00
Big Rock, W. H. M. U	3 10
Burlington, W. H. M. S	25 00
Cedar Falls, Ladies' "U"	1 45
Central City, W. M. S	5 00
Charles City, L. M. A	15 75
Mrs. W. D. Burnham	1 00
Chester Centre, W. H. M. U	3 75
Y. L. S	2 00
Clay, W. H. M. S	1 25
Clinton, Ladies' "U"	5 00
Davenport, W. M. S	12 05
Decorah, W. M. S	8 00
Denmark, Y. P. S. C. E	5 00

Iowa, continued.

Dubuque, S. S.	$ 6 05
W. M. S.	25 00
W. H. M. S.	28 40
Eldora, Ladies' "U"	9 40
Fairfield, L. M. S.	1 00
Farragut, L. M. S.	5 00
Genoa Bluffs, W M. S.	5 20
Gilman, W. H. and F. M. S.	3 00
Grinnell, W. H. M. U.	86 47
Harlan, W. M. S.	7 05
Hull, L. M. S.	5 00
Iowa, "Chic."	2 50
Kellogg, L. M. S.	3 00
Keosauqua, Ladies' "U"	12 75
Lewis, Ladies' "U"	5 00
Lyons, L. M. S.	4 00
McGregor, L. M. S.	1 50
Marion, Y. L. M. S.	9 00
Marshalltown, L. M. S.	5 00
Montour, W. M. S.	5 55
Mount Pleasant, Ladies' "U"	6 25
Muscatine, Ger. L. M. S.	3 00
New Hampton, L. M. S.	3 00
Ogden, L. M. S.	2 35
Ottumwa, First, W. M. S.	16 00
Parkersburg, L. M. S.	1 75
Red Oak, W. M. S.	7 00
Rockford, L. M. S.	7 10
Sheldon, W. M. S.	1 50
"U"	1 00
Sioux City, L. M. S.	1 00
Slaterville, "Union"	1 50
Storm Lake, L. M. S.	5 00
Tabor, L. H. M. S.	6 00
Primary S. S.	3 00
Webster City, Y. P. S. C. E.	1 95
Wentworth, Ladies, "U"	1 00
West Burlington, Ladies' "U".	60
	$1,932 10

MISSOURI.

Amity	$ 6 00
Hamilton	6 50
Kansas City First	66 50
Kidder	2 94
North Springfield, Miss Jessie Durham	5 00
St. Louis, Pilgrim	376 80
Memorial	7 30
Cong. Ch.	7 70
	$478 74

KANSAS.

Atchison, First	$ 9 25
Capioma	1 50
Cora	3 50

Kansas, continued

Douglass	
Fairview, C. H. Iselp	
Kirwin, First	
Leavenworth, First	
Louisville, "Cheerful Work	
Osawatomie, S. L. Adair	
Wabaunsee	
Y. P. S. C. E.	
Kansas Woman's Home M Society, Mrs. J. G. Do erty, Treas.	

NEBRASKA.

Arborville, S. S.	
Ashland	
Columbus	
Fremont, S. S.	
Greenwood	
Hemingford	
Lincoln, First	
Linwood	
Red Cloud	
South Bend	
York, First	

DAKOTA.

Castlewood, Mrs. George A	
Fargo, Plymouth S. S.	
Huron, First	
Lake Preston, Mrs. A. H. bins	
Vermillion	
Yankton	
First S. S.	
Dakota Woman's Home Union, Mrs. Sue Fi Treas	$
Huron, W. H. M. S.	
"Willing Workers"	
Lake Preston, W. M. S.	
Sioux Falls, W. M. S.	
"King's Daughters"	
Vermillion, W. M. S.	
Yankton, W. M. S.	
"Willing Workers"	

COLORADO.

Colorado Springs, First	
Greeley, Park	

Colorado, continued.

Highland Lake, S. S. Miss. Soc.	$16 65
Pueblo, First	6 00
	$81 76

NEW MEXICO.

Albuquerque	$10 46
Belen, F. Becker	20 00
Jno. Becker	20 00
Arthur Geoble	20 00
F. Sholle	20 00
Mrs. Lewis	12 00
Deming	7 00
Las Vegas, J. M. Ashley	1 00
Santa Fe, F. W. Clancy	18 00
	$128 46

INDIAN TERRITORY.

Vinita	$3 40

UTAH.

Coalville	$ 3 00
Farmington, Geo. H. Steed	2 00
Chas. S. Sanders	2 00
Louis Ovitt	1 00
Heber, Proceeds of Lecture	8 60
John Duncan	4 50
Huntsville, Entertainment	1 80
Kamas, A Friend	50
Lynne, Concert, Friends	29 90
Donations	18 30
Midway, Entertainment	60
Morgan, Jos. Williams, Jr.	5 00
Ogden	10 05
Provo, Donations	28 00
Miss S. C. Hervey	5 00
Salt Lake, Phillips	10 00
Plymouth S. S	3 00
A. J. Dumford	3 00
Burlington S. S.	10 00
" " Dedicatory Service	18 85
Burlington S. S. Evening Service	8 85
Y. P. S. C. E.	2 00
Friends, 19th Ward	3 00
Dr. J. M. Dart	10 00
J. H. Ackerman	8 00
Prof. C. E. Allen	5 00
H. A. Silver	5 00

Utah, continued.

Salt Lake City, E. M. Reese	$ 5 00
Herbert Price	4 00
Mr. Welsh	4 00
Daniel Dunne	4 00
John Allcock	3 00
Mr. Newton	2 00
Alfred Lambourne	2 00
Edwin Rand	25
Friends	19 80
West Jordan, "A Friend"	6 50
	$257 50

CALIFORNIA.

Arcata, "A Friend"	5 00
Highlands	6 80
Los Angeles, Mrs. Ellen E. Wiggin	2 00
San Francisco, Alameda	12 25
	$26 05

OREGON.

East Portland	$ 2 73
Forest Grove	10 00
Portland, First	52 00
	$64 73

WASHINGTON.

Seattle, Plymouth	$30 00
Walla Walla, First	7 55
	$37 55

CHINA.

Taiku, Mr. and Mrs. D. H. Clapp	$10 00
Fen Chow Fu, Shansi, J. B. Thompson	5 00
Fen Chow Fu, Shansi, Rev. M. L. Stimson	10 00
	$25 00

Ten Cent Fund for Albuquerque Academy, New Mexico	$68 60
Total	$62,809 59

)LLECTIONS OF THE COMMISSION FROM SEPTEMBER 1, 1879, WHEN THE FIRST DONATION OF $1,000 WAS MADE BY COL. HAMMOND, TO JULY 1, 1889.

rom	September	1, 1879,	to May	1, 1880	$	3,004 59
"	May	" 1880,	" "	" 1881		23,259 83
"	"	" 1881,	" "	" 1882		23,527 82
"	"	" 1882,	" "	" 1883		35,219 15
"	"	" 1883,	" July	" 1884 (fourteen months)		52,910 54
"	July	" 1884,	" "	" 1885 (twelve months)		48,470 15
"	"	" 1885,	" "	" 1886		55,674 81
"	"	" 1886,	" "	" 1887		60,012 14
"	"	" 1887,	" "	" 1888		63,315 38
"	"	" 1888,	" "	" 1889		62,809 59
Total					$	428,204 00

EXPENDITURES FROM JULY 1, 1888, TO JULY 1, 1889.

SCHOOLS.

Belen	$ 600 00
Bountiful	714 80
Burlington	2,919 80
Centreville	462 35
Coalville	571 90
Farmington	579 60
Heber	1,165 45
Henefer	571 40
Hooper	956 15
Huntsville	441 15
Kamas	614 40
Lehi	1,256 30
Lynne	1,212 95
Midway	917 10
Morgan	626 30
Ogden	4,695 08
Park City	1,700 00
Pilgrim	1,402 25
Plymouth	1,146 13
Sandy	1,225 15
San Mateo	8 50
San Rafael	1,020 00
Santa Fe	1,755 85
Slaterville	540 00

Trenton	$ 450 00	
West Jordan	687 75	
Total		$28,239 86

ACADEMIES.

Albuquerque	$2,100 00	
Las Vegas	1,766 89	
Procter	3,578 50	
Salt Lake	4,500 00	
Tillotson	2,000 00	
Total		$13,945 39

FIELD SERVICE.

Salary of Agents in Utah and New Mexico	$1,512 50	
Travel, including that of Teachers to fields	1,358 60	
Supplies and Incidentals	64 80	
Telegraphing, Postage and Freight	113 50	
Total		$3,049 40

SCHOLARSHIP ACCOUNT.

Scholarships	$29 00	
Total		$29 00

REALTIES.

	COST TO JULY 1, 1888.	EXPENDED TO JULY 1, 1889.	TOTAL COSTS.
Bountiful	$ 2,228 19	$ 5 40	$ 2,233 59
Belen	750 00	93 00	843 00
Burlington	2,440 25	5,719 05	8,159 30
Centreville	1,235 19	2 50	1,237 69
Coalville	1,199 50	7 50	1,207 00
Farmington	667 30	27 55	694 85
Henefer	497 79	33 20	530 99
Hooper	2,663 28	18 30	2,681 58
Huntsville	176 75		176 75
Las Vegas	4,248 20		4,248 20
Lehi	3,741 18	33 05	3,774 23
Lynne	3,245 45	104 55	3,350 00
Morgan	559 22		559 22
Ogden	24,915 17	249 35	25,164 52
Pilgrim	4,647 53	203 75	4,851 28
Plymouth	2,330 65	22 85	2,353 50
Provo	11,231 25	10 70	11,241 95
Sandy	1,264 00	5 45	1,269 45

	COST TO JULY 1, 1888.	EXPENDED TO JULY 1, 1889.	TOTAL COST.
San Rafael	$ 702 70		$ 702 70
South Cottonwood	346 00		346 00
Tillotson	9,025 00		9,025 00
Trenton	225 70		225 70
Legal Expenses	177 22		177 22
	$78,517 52	$6,536 20	$85,053 72

Cost of Realties for the Year..... $ 6,5

Cost of Giving Information and Collecting Funds.

I. AGENCY.

Clerk hire	$ 634 00
Office rent	229 21
Telegraphing and postage	266 59
Stationery and Printing	87 05
Advertising	58 70
Expressage	26 92
Incidentals	81 68

II. PUBLICATIONS.

Annual report		$210 85
Expense of publishing Gleaner	$1,015 76	
Gleaner receipts	279 23	
Net cost of publishing Gleaner		736 53

III. ADDITIONAL SERVICES.

Visiting churches, salaries Misses Hunt, Gilberth, Hand and Dox	$2,510 00
Traveling, secretary and speakers	1,834 66
Incidentals	13 64

$6,6

Special Cost of Administration.

I. SECRETARY'S DEPARTMENT.

Salary of Rev. Chas. R. Bliss	$2,500 00
Clerk hire	627 00

II. TREASURER'S DEPARTMENT.

Clerk hire	$ 414 68

III. MISCELLANEOUS.

Telegraphing, postage and expressage	$232 10
Stationery and printing	295 50

Advertising	$ 45 74	
Office rent	168 00	
Incidentals	58 88	
		$4,341 90

SUMMARY.

TOTAL RECEIPTS.

Collections	$62,809 59
Tuition	2,083 98
Sundries	1 50
Advertising	89 50
Rent	48 50
	$65,033 07

EXPENDITURES.

Balance, overdraft July 1, 1888	$ 2,272 97	
Paid the Treasurer, account of money advanced to cover overdraft at bank	200 00	
Schools	28,239 86	
Academies	13,945 39	
Field Service	3,049 40	
Scholarships	29 00	
Realties	6,536 20	
Cost of giving information	6,689 83	
Cost of administration	4,341 90	
Interest on notes	485 14	
Expense collecting for Albuquerque	1,307 37	
Paid on notes	1,000 00	
Atkins land taxes	20 64	
		$68,117 70

Amount paid	$68,117.70
Amount received	65,033 07
Balance due Treasurer, July 1, 1889	$ 3,084 63

Indebtedness, July 1, 1888	$12,472 97
Indebtedness, July 1, 1889	12,084 63

Made up as follows:

Bills Payable, notes	$ 9,000 00	
Balance due Treasurer	3,084 63	
		$12,084 63

Respectfully submitted,

WM. H. HUBBARD, *Treasurer.*

Examined and found correct.

THOMAS TEMPLETON, *Auditor.*

LIFE MEMBERS.

Adams, Rev. Geo. C.
Adams, Miss Helen
Armour, Mr. Philip
Atkinson, Rev. G. H.
Ayer, Rev. F. D.
Bacon, Rev. Thomas R.
Bailey, Rev. A. J.
Baird, Mr. Lyman
Banks, Mr. A. A.
Barnard, Rev. E. C.
Barnes, Mr. A. S.
Barrows, Rev. Walter M.
Barrows, Rev. J. H.
Barrows, Rev. Wm.
Barstow, Hon. A. C.
Bartlett, Pres. S. C.
Beard, Rev. A. F.
Behrends, Rev. A. J. F.
Benner, Prof. Edward
Bennett, Mr. R. J.
Betts, Rev. E. M.
Billings, Mr. Frederick
Bittinger, Rev. J. Q.
Blanchard, Mr. C. P.
Blatchford, Mr. Paul
Boardman, Prof. George W.
Bodwell, Rev. J. C.
Boutell, Mr. L. H.
Bouton, Mr. C. B.
Boynton, Rev. G. M.
Bradley, Mr. Francis
Bradford, Mr. W. S.
Bradford, Rev. A. H.
Brastow, Rev. L. O.
Brown, Mrs. Cora C.
Buckham, Pres. M. H.
Buckham, Mr. Thos. S.
Bull, Mr. Chas. H.
Butterfield, Pres. H. Q.
Calkins, Rev. W.
Case, Mr. C. H.
Chamberlain, Rev. L. T.
Chapin, Pres. A. L.
Chase, Mrs. H. L.
Clark, Mr. George M.
Clark, Mr. S. S. H.
Cline, Miss Marion
Clough, Mr. J. H.
Cobb, Rev. L. H.
Coe, Rev. D. B.
Coffin, Mr. C. C.
Cook, Hon. Burton
Cook, Rev. Joseph
Cordley, Rev. R.
Corwin, Rev. E.
Crawford, Rev. Wm.
Cromer, Rev. J. C.
Cross, Rev. R. T.
Dana, Rev. M. McG.
Dana, Rev. S. H.
Danforth, Rev. J. R.
Day, Mr. R. L.
Dexter, Rev. H. M.
Dickerman, Mr. E. D.
Dickinson, Mrs. Mary
Dingley, Ex-Gov. Nelson
Dorsett, Mr. D. H.
Dougherty, Rev. J. C.
Dudley, Rev. J. F.
Dunbar, Mrs. H. Warren
Dwinell, Rev. J. E.
Eaton, Rev. S. W.
Eddy, Rev. Z.
Edwards, Pres. Richard
Everest, Rev. C. H.
Fairbanks, Hon. Horace
Fairbanks, Rev. Henry
Fairchild, Pres. J. H.
Fairfield, Rev. E. B.
Farnsworth, Mr. Ezra
Farwell, Rev. Parris T.
Fenn, Rev. Wm. H.

Field, Rev. Geo. W.
Fisk, Prof. F. W.
Fowler, Mrs. Jeannette
Gage, Rev. W. L.
Gates, Mr. C. F.
Gaylord, Mr. Edward B.
Gilbert, Hon. John I.
Gray, Miss Harriet
Gregory, Rev. Lewis
Hale, Mr. Wm. E.
Hall, Rev. Elliot C.
Hammond, Rev. H. L.
Hawks, Rev. T. H.
Hawkes, Rev. W. S.
Herrick, Mr. Geo. M.
Hill, Rev. D. D.
Hill, Rev. James L.
Hobart, Mr. H. M.
Holbrook, Rev. J. C.
Holbrook, Miss Sarah
Hollister, Mr. H. J.
Hooker, Rev. E. P.
Howard, Gen. O. O.
Howard, Gen. C. H.
*Howe, Rev. E. Frank
Hubbell, Rev. J. W.
Hurd, Dr. Henry
Hurlbut, Mr. C. J.
Hutchins, Rev. R. G.
Hyde, Rev. N. A.
Jones, Hon. E. S.
Kingsley, Mr. H. H.
Knight, Mr. G. A.
Koppes, Mr. L. S.
Leach, Rev. J. A.
Lloyd, Rev. W. A.
McBride, Mrs. Mary Ann
McCray, Miss Minnie
McFarland, Mr. R. C.
McLean, Rev. J. K.
McVicar, Pres. Peter
*Merriam, Mr. Chas.
Merrill, Rev. J. G.
Merrill, Hon. Samuel
Messer, Mr. Henry
Metcalf, Mr. E. W.
Millikan, Rev. S. F.
Morehead, Mrs. Ella M.
Morrison, Prof. N. J.
Munger, Rev. T. T.
Newport, Col. R. M.
Packard, Rev. A. K.
Packard, Rev. E. N.
Patton, Rev. Wm. W.
Prouty, Mr. M. F.
Rankin, Rev. J. E.
Reddick, Mr. Leroy
Reddington, Mr. E. D.
Richards, Rev. C. H.
Richardson, Mr. C. A.
Rose, Rev. H. T.
Ross, Rev. A. H.
Rossiter, Dea. John
Russell, Rev. Frank
Salter, Rev. Wm.
Sanders, Rev. C. M.
Sargent, Mr. Richard A.
Scoville, Mr. J. W.
Seelye, Pres. J. H.
Sewell, Mrs. Emma S.
Shares, Mr. H. P.
Sherman, Mr. J. M.
Sherrill, Rev. A. F.
Smith, Mr. Charles P.
Stimson, Rev. H. A.
Stone, Rev. A. L.
Storrs, Rev. R. S.
Street, Rev. Geo. E.
Strieby, Rev. M. E.
Strong, Rev. J. W.
Strong, Mr. Wm. B.
Sturges, Miss Kittie D.
Sturtevant, Rev. J. M.
Sweet, Miss Helen L.
Talcott, Mr. W. A.
Taylor, Rev. Wm. M.
Templeton, Mr. Thomas
Tenney, Rev. E. P.
Thrall, Rev. J. B.
Torrey, Rev. J.

* Deceased.

Towne, Mr. Joseph H.
Towne, Mrs. Rosina C.
Trumbull, Rev. H. C.
Twitchell, Rev. J. E.
Vail, Mr. Charles A.
Vaughan, Mrs. Angie R.
Vose, Rev. J. G.
Walker, Mr. C. I.
Walker, Rev. G. L.
Walker, Hon. John B.
Ward, Pres. Joseph
Ward, Rev. Wm. H.
Warren, Rev. I. P.
Waters, Mr. D. F.
*Washburn, Hon. W. B.
Webb, Rev. E. B.
Wheeler, Hon. W. A.
Whitmore, Mr. F. E.
Whittlesey, Rev. N. H.
Wilcox, Mr. E. P.
Willcox, Rev. Wm. H.
Williams, Rev. E. M.
Williams, Rev. E. S.
Williston, Mr. A. L.
Williston, Rev. M. L.
Wilson, Rev. G. H.
Windom, Hon. Wm.
Windsor, Rev. Wm.
Winship, Rev. A. E.
Withrow, Rev. J. L.
Woodbury, Rev. Frank P.

GIFTS FOR SPECIAL PURPOSES.

SALT LAKE CITY.—*Phillips School:* Conway, N. H. Cong. Church, $6.50; M. T. Merrill's S. S. Class, $10; Reading, Mass., Cong. S. S., $10; Class in S. S., $5; Primary Department, $5; Cong. Church Ladies' Sewing Society, 1 Box; Y. P. S. C. E., a Barrel; also Barrels from Heart and Hand Society, Prospect Hill Church, Somerville, Cong. Church, Brighton, Bradford Academy, Bradford, Mass., and Cambria Centre, N. Y.; West Somerville, Mass., Y. P. S. C. E., Day Street Church, $10; Book from Miss M. B. Means, Dorchester, Mass.; Winchester, Ct., Miss Goodenough's S. S. Class, 75 cents; Omaha, Neb., Hillside Church, $7.

SALT LAKE CITY.—*Burlington School:* Boxes of Books and Bibles from friends in Winsted, Ct., and Hyde Park, Ill.; Christmas Boxes, Mrs. Cotton's S. S. Class, Woburn, Mass., and "Maria B. Furber Society," Newton Centre; Mrs. R. Hazard, Peacedale, R. I., $50 for Christmas and Barrel of Clothing; Ladies' Benevolent Society, Holliston, Mass., a Barrel of Clothing; Lexington, Hancock Church, Ladies' Auxiliary, $20; Junior Auxiliary, a Barrel of Clothing; Roxbury Auxiliary, Eliot Church, $13; Warren Cong. S. S., $36; Y. P. S. C. E., $11; Lynn, Children's Mission Band, $10; Bridgewater, Mrs. Boyden's S. S. Class, $10.15; Salt Lake City, Miss Anna M. Baker, $6; Burlington School, Miss Fannie Hall, Teacher's Desk and Chair, $20; Miss Emma M. Blodgett, Teacher's Desk and Chair, $17; S. S., $28.89; Y. P. S. C. E., $30; Proceeds of Fair, June 1st, $88.75. Most of the money given has been used for furnishing the new school building, chapel organ, chairs and stand for platform, Rochester chandelier, and hall lamps, carpets for three platforms, curtains throughout the building, door mats and shade trees, leaving a balance for maps, etc.

SALT LAKE CITY.—*Plymouth School:* Worcester, Mass., Box of Clothing; Miss Ida Gaskill, Box of Clothing, Books and Toys, and $22.63; Brookline, Box of Christmas Presents from "Willing Workers"; Box of Articles for Fair, Clinton Avenue Cong. Church, Brooklyn, N. Y., and Mrs. A. J. Boyden, Philadelphia, Pa.; Cortland, N. Y., Barrel of Clothing; E. Braintree, Mass.,

* Deceased.

Mrs. Allen's S. S. Class, $7; Weymouth, O. W. Allen, $10; S. Deerfield, Franklin County, Association, $2.25; Chaplin, Ct., Miss N. M. Gregg's S. S. Class, $7.55; Bangor, Me., "Cheerful Givers," $10; Cong. Church, N. Y., $15; Norwich, N. Y., "Mite Boxes," $2; Utica Cong. Church, $10.

BOUNTIFUL.—Friends, $31.80, and Barrel of Clothing.

CENTREVILLE.—Rockford, Ill., First Cong. Church, Young Ladies' Missionary Society, $9; Box of Christmas Cards, Youth's Companion, etc., Miss M. Lena Todd; Centreville, Utah, Wood for Fuel, Mr. Brandon.

COALVILLE.—Chicago, Ashland Avenue S. S., a large supply of nice Handkerchiefs for Christmas; a Barrel of Magazines and Papers for Reading Room, and a Package of Copy Books, Y. P. S. C. E., Western Springs, Ill.; very nice Christmas Boxes from "The Benevolenters," Westboro, Mass., and the "W. G. Bancroft Mission Band," Buffalo, N. Y.; Package of Copy Books, Miss Nellie S. Bronson's Class, Cong. S. S., Waterbury, Ct.; a Barrel of Clothing and Books, "Sympathetic Circle of King's Daughters," Boston, Mass.

HEBER.—Riverside, Cal., Cong. Church, $10.50; Janesville, Wis., Cong. S. S., $10; Woodstock, Ct., Y. P. S. C. E., $11; Stamford, "Young Helpers." $5; Englewood, Ill, "King's Children," a Barrel and Box for Christmas; Chicago, a valuable Christmas Box from Friends.

HUNTSVILLE.—Grand Rapids, Mich., First Cong. Church, by the Young People, a Barrel of Magazines and Papers; Wood and Coal by the Patrons.

KAMAS.—Friends in Kamas, $6.75; Patrons of the School, Wood and Coal.

LEHI.—Newton, Mass., Christmas Box; Williamstown, Cong. S. S., $7.50, and 17 Copies of Gospel Hymns; a Box of Clothing from a Society in Connecticut; a Friend, $3.

LYNNE.—Park City, Utah, Mr. E. P. Ferry, $100, for a fence around the School House; Washington, D. C., Y. M. C. A., 3 dozen Hymn Books; Alameda, Cal., 3 Boxes of Clothing.

MORGAN.—Wellesley, Mass., Young Ladies of Wellesley College, a Christmas Box; Newton Highlands, Young Ladies' Mission Circle, Barrel of Clothing, Christmas Gifts and Century Magazine; Chicago, Ill., Sedgwick Street S. S., Magazines, Wide Awake, Pansy and Babyland; Morgan, Utah, Mrs. Daniel Williams, $1; Scholars, $5.75, for Painting and Cleaning School Building; Mr. Chas. Smith, $1.50; Mrs. Hannah Williams, $1, for Books and S. S. Cards; Coal and Wood by Patrons.

PARK CITY.—Boston, Mass., R. L. Day, a Piano valued at $200.

SLATERVILLE.—Boxes of Books and Papers from Cong. S. S. Grinnell and Harland, Ia.; Contingent Expenses, Patrons of School.

TRINIDAD, COL.—Friends in Trinidad for Improvements on Academy, $2.10; Eastern Friends, $40; J. C. Ganter, Trinidad, $100 in Scholarships; Washington, D. C., Chas A. March, Youth's Companion, Harpers, Young People and Pansy; also copies of Periodicals for the Library.

BELEN, NEW MEXICO.—North Adams, Mass, Ladies' Sewing Society, Box of Clothing and Wool for the Sewing School; Aprons, Collars, Ribbons, Pencils, etc., Miss Bartlett, Haverhill, Mass.; Ottawa, Kan., Baptist S. S., Box of Clothing and Toys; Santa Fé, Mr. F. W. Clancy, $18.

SAN RAFAEL.—Boston, Mrs. Henry Frost, for Chairs, $10; Shepard Church S. S. Class, $6.30 for stove; Christmas Boxes, Mission Band, Watertown, and Eliot Church, Roxbury, Mass.; Mr. W. H. Lewis, Washington, D. C., $3 for Christmas Candy; Fuel, Patrons of School; the Teachers, $19 50 for supplies.

APPENDIX.

A Minute, adopted by the National Congregational Council held at Worcester, October, 1889.

The paper presented to the Council by the Secretary of the Commission, Rev. Charles R. Bliss, is a very able and thorough statement of the Object sought to be accomplished by the Commission, and of the Means used to promote it; of the Results of nine years' effort, and of the Reasons for sustaining and expanding the work.

It contains carefully prepared and valuable tables, which show the rapid development and healthful condition of the movement; also the conclusions reached by a representative of the Directors of the Commission, who, at their request, recently made a thorough inspection of the Schools.

It also presents a remarkable array of personal indorsements by leading men who are familiar with the character and results of the Schools; from whose emphatic testimony it is clearly evident that New West Schools have made their influence felt at the very heart of the Mormon evil; that they have powerfully aided the cause of popular education, and that they have exerted, and do exert, as the report affirms, "a definite, uncompromising, and powerful religious influence."

We heartily approve the general method in which the Commission conducts its Schools, and fully agree with the conclusions of the paper that, just at this juncture in the affairs both of Utah and New Mexico, it is an imperative duty resting upon the friends of the work to add materially to the resources of the Commission, and thus enable it to strengthen both the Academies and Common Schools in those Territories.

We therefore emphasize the appeal of the Directors for $125,000 for the ensuing year, and express the earnest hope that our churches will not fail to make such a response as will enable the Commission to carry forward its work as the needs of those new Territories so imperatively demand.

JAMES W. STRONG,
J. E. TWITCHELL,
WILLIAM H. STRONG,
Committee.

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In this progress the Chicago Branch of the Society, at 175 Wabash Ave., has participated, and to this success it has contributed.

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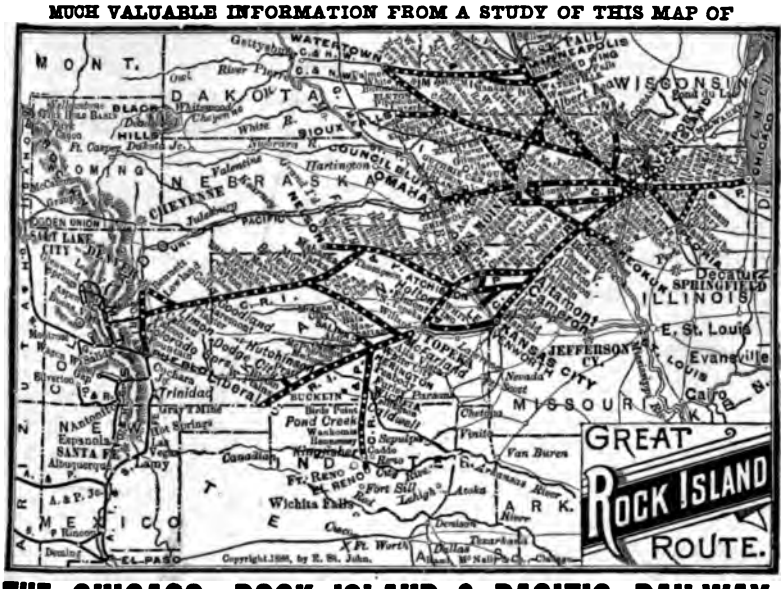
A MAN

UNACQUAINTED WITH THE GEOGRAPHY OF THE COUNTRY, WILL OBTAIN MUCH VALUABLE INFORMATION FROM A STUDY OF THIS MAP OF



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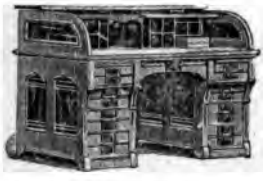

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3—While its length when open is GREATER than any other bed, when closed its HEIGHT is 8 inches LESS.
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5—It has in its base a very large box extremely useful night or day.
6—It is fitted with our adjustable cable Spring, unequaled for comfort, simplicity and durability.

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No. 8

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DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERS

II

HONORARY DEGREES IN THE UNITED STATES[1]

The Ph. D. degree is distinctively a German specialist's degree. It is unknown in England and marks the influence of German ideas in the development of our higher education. Most of our students who have studied in Germany have done so in the last forty years. Yale introduced the degree into the United States in 1860, and Harvard began using it in 187[illegible].

The history of the protests against the abuse of honorary degrees, and especially against the debasement of the doctor's degree in the United States, begins more than a quarter of a century ago.

1. It is now nearly thirty years since President Gilman, at that time professor in Yale College, called attention in an article in the *Nation* to the fact that "the mode in which honorary degrees are conferred in this country is a sham and a shame." He proposed: (*a*) that the older and firmer colleges should refuse to give honorary degrees under any circumstances; or, (*b*) D. D. and LL. D. might be given, on examination, openly and honorably, with a thesis or treatise which should exhibit the candidate's attainments; or, (*c*) a college might declare its purpose to advance its own graduates to honorary distinctions on certain recognized principles of promotion.

2. Ex-President Woolsey, in the *Century* for July, 1884, declares "the desire to obtain the honor [of an honorary degree] is a desire which no man should indulge."

3. In July, 1881, the American Philological Association, meeting in Cincinnati, O., adopted the following resolution:

"WHEREAS, Many colleges in the United States have in

[1] A Report presented to the Annual Convention of Graduate Clubs, at Baltimore, December 29, 1896.

recent years conferred the degree of doctor of philosophy, not by examination, but *honoris causa;* be it

"*Resolved,* That this Association deprecates the removal of this degree from the class to which it belongs (namely, B. D., LL. B., M. D., and Ph. D., degrees conferred after examination), and its transfer to the class of honorary degrees."

After this protest was made, we are informed that Ph. D. was, nevertheless, conferred as an honorary degree by Princeton, Amherst, Michigan, Lafayette, Dartmouth, Hamilton, Madison, Union, Dickinson, Western Reserve, Wisconsin, North Carolina, De Pauw, and the University of the City of New York.[2]

4. In 1889 Charles Forster Smith, professor of Greek in Vanderbilt University, read a paper on "Honorary degrees" before the National Educational Association, and in it gave statistics from the Bureau of Education, and quoted largely from the recommendations of Presidents Gilman and Woolsey.

5. In the Report of the Commissioner of Education for 1889-90 the value of the Ph. D. is discussed, and statistics are given showing the number of colleges conferring it as an honorary degree. Colby University and Rock Hill College are quoted as strongly condemning the abuse.

6. In 1892 the EDUCATIONAL REVIEW, in an editorial, denounced the practice, and proposed to publish a list of the colleges that persist in this abuse, and also a list of the persons who receive and accept such a degree. To this the President of Ohio University replied that a large proportion of the college faculties in this country were opposed to granting honorary Ph. D., but that boards of trustees take the matter in hand, and grant the degree without consulting the faculty.

7. At the International Congress on Education, in Chicago, 1893, William O. Sproull, Dean of the University of Cincinnati, read a paper on the conditions on which the

[2] Charles Forster Smith, *Honorary degrees as conferred in American colleges* (Syracuse, N. Y. C. W. Bardeen, 1889).

degree of doctor of philosophy should be given. He would demand (*a*) bachelor's degree, (*b*) residence of at least two years, (*c*) presentation and acceptance of a dissertation involving original work. This dissertation, if accepted, must in every case be printed and bear the name of the professor by whom it had been accepted. (*d*) An oral examination in one major and two minor subjects, to be conducted by at least three professors. In a letter just received, Professor Sproull adds that he is now thoroughly satisfied that the degree should never be given *honoris causa*. The discussion at Chicago led to the appointment of a committee of six college presidents to correspond and co-operate with committees of other educational and scientific bodies to protect the significance of the degrees of Ph. D. and Sc. D. President Gilman, as chairman of this committee, informs us that the committee met once in December, 1893; but, as the congress that appointed the committee had disbanded, the committee was ineffective, and has done nothing.

8. At a meeting of Affiliated Clubs of Graduate Students, held in New York city April 23, 1893, an address was issued to the governing boards of American universities, emphasizing the importance of uniformity in the requirements for the doctor's degree, and deprecating the giving of honorary Ph. D.

The convention of graduate students, meeting in New York city April 16, 1895, adopted resolutions defining the conditions on which the doctor's degree in philosophy should be granted, and condemning the giving of the master's degree or the doctor's degree, either *honoris causa* or *in absentia*. These resolutions were published in the *Handbook of Graduate Courses* for 1895--96.

9. Four years ago the General Conference of the Methodist Episcopal Church constituted a board called "The University Senate," which controls courses of study, etc., of all colleges that are recognized by the Church. Their regulations on degrees are advisory only, but the "College Association of the Methodist Church" has adopted their suggestions. We are indebted for this information to Presi-

dent Samuel Plantz of Lawrence University, Wis. The following is the action referred to:

"*Resolved*, (1) That it is the sense of this body that the Ph. D. degree should not be given as an honorary degree; (2) that in order to become a candidate for the Ph. D. degree the applicant shall have taken the B. A. degree from a college whose curriculum requires four years of work in addition to the three years' preparatory work, beyond the English branches; (3) that the applicant shall be required to pass a preliminary examination in both French and German, showing that he has such a reading knowledge of these languages as shall make them serviceable in his preferred line of investigation; (4) that, in case the work is to be done in residence, the minimum of time be two years, and if done in part *in absentia*, the last year being resident, that the work *in absentia* should then cover a period of at least two years, and be done under such circumstances as will give the candidate access to libraries and other facilities for thorough work; (5) that the final test shall be a thesis which shall show original work, the examination before the faculty to be given only upon the condition that the thesis presented shows satisfactory work; and (6) that the postgraduate work done in the professional schools should not be credited in the period of working for the degree."

Adopted November 4, 1894.

10. For many years New York and Pennsylvania have been among the chief States conferring the doctorate in philosophy as an honorary degree.

	1888	1889	1890	1891	1892	1893	1894	1895
In whole United States	29	50	39	30	36	32	33	34
In New York and Pennsylvania	14	21	11	15	14	15	10	10

In New York, however, the law of 1892 put the control of these higher institutions completely under the Board of

Regents. They issue blank forms requiring full information as to degrees conferred and lists of all recipients of honorary degrees. In a letter recently received from Melvil Dewey, Secretary of the University of the State of New York, he says: "There is no question of the wisdom of our law, and we are beginning to reap the benefits. We take the names of all honorary degrees and publish them as they ought to be. No institution should confer a degree which it is ashamed to have made known. The requirements, of course, reduce materially the honorary degrees conferred, and remove much of the cause of criticism." On October 15, 1896, the Regents adopted ordinances defining the term college, prohibiting unauthorized use of the name "college," forbidding "cut-rate" courses in preparatory schools, and *absolutely prohibiting, after January 1, 1897, the granting of A. B. or Ph. D. honoris causa.* When it is remembered that New York, for the last eight years, has averaged over eight honorary Ph. D. degrees annually, or one-quarter of all granted in the United States, the importance of this action will be manifest.

In Pennsylvania, too, the period for honorary Ph. D. is probably almost closed. During the last eight years the State has averaged over five honorary doctors of philosophy annually. There are in the State no less than one hundred and twenty institutions empowered to confer degrees. In 1895 the Legislature passed an act creating a college and university council, with full authority to decide upon the advisability of chartering new institutions. Hereafter no institution shall be chartered with power to confer degrees unless it has assets amounting to five hundred thousand dollars for the exclusive purpose of promoting instruction, and unless the faculty consists of at least six regular professors, who devote all their time to the instruction of its college or university classes. No baccalaureate degree in arts, science, philosophy, or literature is hereafter to be conferred on any student who has not completed a college or university course covering four years. The council have just adopted a report on uniform entrance

requirements, obligatory as minimum on all the institutions of the State. While Pennsylvania at present does not require the colleges to furnish lists of recipients of honorary degrees, the State superintendent, in a letter just received, states that he sees no objection to such a requirement, and believes it would help to check abuses.

11. The president of the University of Washington informs us that they " have an association of college presidents of the Northwest, one of whose objects is to lead to the more careful and conscientious use of academic honors."

The present is an opportune time to act in this matter. The vast majority of people concerned in higher education all over the country are heartily in favor of the protection of college degrees. In response to a circular of inquiry in regard to the granting of honorary degrees, out of a hundred colleges answering the circular only eleven failed to oppose most emphatically the honorary Ph. D. They say the practice is a farce. One college president writes very frankly that " Ph. D. was conferred on him without any sufficient reason." Another says that he " never was in favor of granting honorary Ph. D., and knows of no good institution that is." The eleven who fail to say No think that the practice has been greatly abused, and should be allowed very sparingly. The reasons given as grounds for the bestowal of the honor are remarkable for their indefiniteness. One college in Kansas granted it to two women for " conspicuous work, especially in a literary way." A New York college has been giving it to " skilled teachers." A leading Pennsylvania institution bestows it for " eminent attainments." Another college in the same State has been limiting it to professors and principals, while a third gives it for " meritorious scientific work"; and one in Ohio requires "eminence in philosophical pursuits."

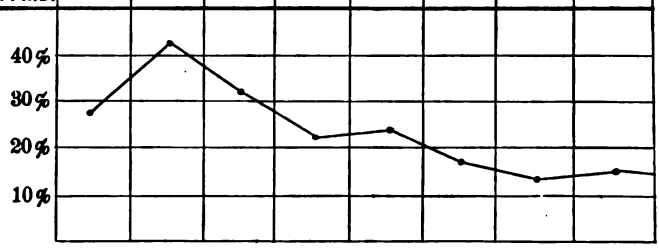
Several colleges avow their practice of bestowing LL. D. on the State Governors. In answer to the request for rules governing the granting of honorary degrees, several colleges sent regulations to be observed in the *formal application for such degrees by the candidates themselves*, and one college presi-

dent acknowledged that his institution had been so overrun by applicants that he advised the postponement of all and the appointment of a committee to draft rules. The grounds usually given for LL. D. are such uncertain qualifications as "scholarship and position," "distinction in science or letters," "valuable services," "distinction as a statesman," "general ability," and "general fitness." The degree of D. D. is granted for "distinguished church work," "meritorious scholarship," or "general fitness." One president says it is "a hard question to answer," and another remarks that the "rule is not very stringent." A. M. is being given as an honorary acknowledgment of "marked success of many years' teaching," "of ability as a preacher or writer," or "of sufficient prominence." One New England college granted it to "an old lady in Vermont, an old teacher and an efficient worker in the cause of temperance," while another leading college says that it gives the degree "to a citizen or benefactor, not literary, whom the university desires to honor."

The colleges for women throughout the country have set a good example in refusing to confer honorary degrees. Very few have at any time been guilty of the practice. Nor is it the weaker institutions of the West and South that have abused the privilege. On the contrary, the abuse has been most prevalent in New York, Pennsylvania, and Ohio, with occasionally a spasm of inflation in New Jersey and Illinois, and in 1895 the fever struck Maryland, Alabama, and Indiana.

Referring to the charted curve showing the ratio between Ph. D. degrees given *honoris causa* and those given on examination, we find that the ratio is gradually, but almost uniformly, decreasing—in 1894-95 being but little more than one-third what it was in 1889. This indicates that the degree is coming more and more to stand for work done under university conditions. The figures are taken from the Commissioner's reports, and, under the admirable system Dr. Harris has introduced, the statistics seem encouragingly reliable. Occasionally the practice in Germany is referred

NUMBER OF PH. D. DEGREES GRANTED IN U.S.	1888	1889	1890	1891	1892	1893	1894	1895
ON EXAMINATION	106	121	125	136	152	189	233	234
HONORIS CAUSA	29	50	39	30	36	32	33	34
RATIO HON. PH. D. / EXAM. PH.D.	27%	41%	31%	22%	24%	17%	14%	15%



to as creating a precedent for granting the degree *honoris causa;* but in the same year (1892) in which the ratio of honorary degrees, as shown above, was 24 per cent. in the United States, it was less than 1½ per cent. in Germany.

The following resolutions, embodying the recommendations of the committee, were adopted by the convention of graduate students held in Johns Hopkins University, Baltimore, December 29, 1896:

"*Resolved,* That it is the sense of this convention:

"1. That it is inexpedient for any institution to give the same degrees *honoris causa* as it grants in regular course on examination.

"2. That in every case the reason for bestowing an honorary degree should be openly avowed, and should be stated in the programme of the commencement exercises and in the annual catalogue.

"3. That bachelor degrees are inappropriate as honorary degrees or *ex gratia,* and should be made to signify always the completion of a recognized grade of undergraduate work in their respective departments.

"4. That the master's degree should never be granted except for resident graduate study of at least one year's duration, tested by adequate examination.

"5. That the minimum requirements for the degree of

doctor of philosophy shall be as follows: (*a*) The previous attainment of a bachelor's degree or its equivalent; (*b*) the completion of at least two years of resident graduate study, not more than one year, however, to be required in residence at the institution conferring the degree; (*c*) adequate examinations and a thesis embodying the results of original research; such thesis should bear the written acceptance of the professor or department in charge of the major subject, and should be accompanied by a short biography of the candidate.

"6. That the degrees of Ph. D., Sc. D., M. D., and Pd. D. should never be given *honoris causa* nor *in absentia*. L. H. D., S. T. D., D. D., LL. D., D. C. L., and Mus. D. are recognized as honorary degrees."

The following recommendation of the committee was referred to the Board of Editors of the *Handbook*, with power to act:

"That the Editor-in-chief of *Graduate Courses* should be directed to publish each year in the *Handbook* a list of all recipients of honorary degrees from the institutions represented in the *Handbook*, together with the grounds on which such degrees were granted; likewise to publish a list of all the recipients of regular Ph. D. degrees, together with the titles of their theses and the names of the professors approving them."

The two following recommendations of the committee failed to pass in the form in which they were presented, viz.:

"*Resolved*, That it is the sense of this convention:

"1. That it is unbecoming for an institution to grant honorary degrees to any of its own members, whether students, faculty, or trustees, or to anyone whatever who applies for them.

"2. That no institution should confer a degree of a higher grade than the degrees to which the facilities of study offered by it directly lead."

H. T. Lukens

Bryn Mawr College,
Bryn Mawr, Pa.

No. 9

[Whole Number 164]

U. S. BUREAU OF EDUCATION

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HONORARY DEGREES

AS CONFERRED IN AMERICAN COLLEGES

BY

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PROFESSOR OF GREEK IN VANDERBILT UNIVERSITY

[A PAPER READ BEFORE THE NATIONAL EDUCATIONAL ASSOCIATION AT NASHVILLE, TENN., JULY, 1889.]

WASHINGTON

GOVERNMENT PRINTING OFFICE

1890

HONORARY DEGREES, AS CONFERRED IN AMERICAN COLLEGES.

Twenty-two years ago President D. C. Gilman called attention in the Nation (August 1, 1867) to some of the evils connected with the wholesale bestowal of honorary doctorates in law and theology, asserting that "the mode in which honorary degrees are conferred in this country is a sham and a shame." "It is so easy to get a degree," he charges, "so many men of slight acquisitions have obtained degrees, that it is now the way to apply for these honors; and if the secret sessions of college corporations were made public there would be an astounding revelation of intimations and open requests and indorsements. Members of the faculties of colleges are constantly applied to to lend their influence to secure a doctorate for this person or that. By designed coincidences letters are sometimes received from distant points and from very different writers, calling attention to the peculiar merits of this or that candidate, and recommending him to favorable consideration."

Ex-President Woolsey, also, in an article on "Academic Degrees," published in the Century, July, 1884, says: "If there are excrescences in the system, such as seem to be hurtful to the advance of real study, every educated man ought to desire that they should disappear. Such we hold to be honorary degrees, especially doctorates in law and in theology; and we believe them to be so little in accord with solid learning that we could wish them to be suppressed, or, if that is impossible, checked and regulated." "The desire to obtain the honor is a desire which no man should indulge," says he further, "and yet the uncertainty and unreasonableness of the rules of selection provoke such a desire, especially in persons who have no good claims by which it can be justified."

My own experience confirms for the South the truth of the charges made by these distinguished college men against the American mode of conferring honorary degrees. Before the first commencement after I became a member of the faculty of a college in South Carolina a re-

quest was received from certain gentlemen of a distant State asking that the degree of D. D. be conferred on Reverend ———, of that State. In addition to the high qualifications claimed for the reverend gentleman, it was stated that he had written a book, and it was thought that the degree would aid him in getting a publisher and help the sale of the book. Not a member of the faculty knew the candidate or any of his friends, and they promptly declined to recommend the bestowal of the degree. Another request that I remember was signed by two or three very well-known clergymen asking that a doctorate in theology be granted a preacher from a distant State, who was practically unknown to every member of the faculty, the only ground for the request, so far as known, being the fact that the nominee had been elected to some important church office. I was told that such requests had been not infrequent in the history of the institution. But suppose the college had been weak enough to yield, what would have been the effect? The uninitiated would of course have taken the fact that the degree came from a distant college as proof of the extensive reputation of the new doctor.

A young preacher of promise, considerably under thirty years of age, told me sometime ago that, being one day at Dr. B.'s, that gentleman said to him, "I am writing to ——— College, to ask that the degree of D. D. be conferred on Mr. A.;" and added, "If you would like the degree, I'll offer your name, too." The young man declined; but Mr. A. got the degree. I happen to know that Mr. A.'s name was sent at the same time to another college, which declined to grant him the honor, and thus deprived him of the great glory of being doubly dubbed. I believe that the above is not an uncommon way of securing honorary degrees, especially that of D. D.

The ablest preachers generally get the degree, but so many others receive the same honor that its value is greatly impaired. President Woolsey's remark that "They carry with them no evidence of learning, but only a certain indefinite superiority above others in the same sacred calling," is eminently true. One of the ablest men whom Tennessee has produced used to say: "Some men are doctored for their learning, some for general ability; but I was doctored on the demand of the people." I venture to say that seldom does a college take the trouble to ascertain what qualifications in the way of erudition or literary ability the candidate may have. Prominence, general reputation, preaching ability, success as an evangelist, determine the bestowal so far as the recipient is concerned; various motives of policy often influence the college. A striking example in proof is at hand. One of the strongest literary institutions in the South has lately conferred D. D. on a man who, if he had continued his college course, would at the time he received his doctorate have just finished his Junior year in Vanderbilt University. The *causa honoris* in this case was a successful pastorate in the college town.

It not uncommonly happens that the preachers, the newspapers, the people, doctor a man before the colleges are called in. A city could easily be mentioned where a preacher of any prominence is seldom introduced to an audience, or mentioned in the papers, except as "doctor," and this without any regard for the facts in the case. It was observed at the General Conference of the Methodist Church, held in Nashville in 1882, that on some occasions the presiding bishop recognized every preacher who rose to speak as "Doctor ———, from ———." And at the meeting of the same body in Richmond, 1886, it is said the committee on public worship, announcing the appointments for the various pulpits the following Sunday, read every appointee as "doctor," until the matter became so ridiculous that the Conference burst into laughter. It is not to be supposed that anybody was in doubt as to anybody's title. It simply is, or is getting to be, the custom.

The evil we complain of, like so many others in educational matters, has come from the over-multiplication of small colleges; and the absurdity to which honorary degree-giving has been carried in some of the weaker back-woods or "one-horse" colleges is almost beyond belief. The story that went the rounds of the papers, a year or two back, about a Texas university whose faculty consisted of a father and two sons, the latter of whom conferred the degree of LL.D. on the old gentleman, receiving in return each a doctorate of philosophy from the grateful sire, created not a little amusement, and was doubtless considered only a huge joke.

But if the Texas story was considered too funny to be true, what will be thought of this which comes from Arkansas and is vouched for by a preacher: "——— Springs" had got on a boom, like most other Southern towns and springs, and the public-spirited citizens determined that they needed, not, as the General Court of Massachusetts in 1647, a school, but in conformity with the era of booms, a college. They were persuaded to this action by a sewing-machine agent, who proposed to be president of the institution. One load of lumber was brought and thrown down upon the lot selected for the college, and on this the board of trustees took their seats and held their first session. The only business transacted was the election of the sewing-machine agent to the degree of D.D., after which they adjourned—to meet no more, for the man with the needle left with his degree, and the college was abandoned.

There are competent witnesses still living who could testify in the case of the man who in consideration of a donation of $10,000 to a certain college, now happily defunct, was to receive a doctorate in theology. The college performed its part, but the donation was not made. If that gentleman had only known of the institution which is said to have conferred D. D. on the generous donor of a Webster's Unabridged Dictionary, he might have gone down to the grave with the coveted title, and a better name for honesty in keeping his contracts.

In Tennessee, two at least, within my knowledge, of the so-called "female colleges" have conferred honorary doctorates of law or divinity. One of these cases happened on this wise: The "female college" was about to die of inanition, and the president, calling the board of trustees together for the last time, got them to confer the degree of LL. D. upon himself and two others, one a popular preacher.

A very good remark about honorary doctorates of this character is credited to the Rev. Sam Jones. Meeting one day two D. D.'s of recent brand, he said: "So, brethren, you are D. D.'s now? Well, that thing is coming to me some of these days. I feel it in my bones. Not that I am going up to it; but when I see such men as you getting it, I know it is coming down, and will get to me after a while."

Most colleges in the South and West, if not in the East, receive doubtless many curious and even amusing applications for the conditions of examination for doctor degrees. The most ambitious applicant that ever came under my personal observation was the author of the following letter, which the secretary of a leading south-western college allowed me to copy three years ago:

"DEAR SIR: I wish to know what will be required of me to obtain the degree D. C. L. of ——— University. I took of ——— College, in 1880, A. B.; 1881, A. M.; in 1884, Doctor of Philology. I have been admitted to the Supreme Court of ———, and have practiced law in ——— almost two years. I have read everything prescribed in the law course of Albany, Ann Arbor, Vanderbilt, Yale, Harvard, Missouri University, and Hastings Law College, for LL. B., and outside. I am exceedingly anxious to obtain D. C. L. As I have three degrees from *Alma Mater*, I should like the other to come across the Rockies. Pardon my ambition. Related maternally to the well-known Patrick Henry and paternally to J. C. Calhoun, I am doubly fired. Could I take your requirements without actual attendance? I will stand an examination forwarded by you to any member of ——— College, or to any gentleman in ———. If actual attendance is required, could I be favored with a tutorship in languages, rhetoric, literature, elocution, or history, whilst taking the course? I should hate to give up my law practice and go east, unless I could recompense with a tutorship, partially. Young men in the West need to stick to their territory. We will discuss that after hearing from you on the course. Let me hear from you immediately."

In order to ascertain as nearly as possible what are the exact facts with regard to the bestowal of honorary degrees in the United States, I have made a laborious and careful study of the reports of the Commissioner of Education for the fourteen years (1872–1885) for which we have information on the subject of honorary degrees. The following is the result:*

* For convenience, I class all doctorates of law and letters under LL.D., and all doctorates of theology under D.D. Prof. John Williams White suggested, in his speech before the Scientific Association, August, 1881, that the favor into which S.T.D. had recently been growing in this country indicates, perhaps, "an attempt on the part of the clergymen to escape the odium attaching to the D. D."

Year.	D. D.	LL. D.	Ph. D.	Totals.
1872	138	90	7	235
1873	169	107	17	293
1874	191	71	15	277
1875	125	67	19	211
1876	137	69	26	232
1877	148	58	19	225
1878	157	78	31	266
1879	148	106	33	287
1880	132	65	29	226
1881	164	92	49	305
1882	188	102	30	320
1883	196	91	36	323
1884	195	100	25	320
1885	185	101	22	308
Totals	2,273	1,191	358	3,822*

*There may be, here and there, a slight error in the count, but it has been made with great care, and may be depended on as substantially correct.

It will be observed that, though there is some fluctuation, the number of honorary degrees conferred, especially doctorates of divinity and philosophy, is on the whole growing. An important question in the matter of increase is this: Does the number of colleges conferring honorary doctorates increase in proportion to the number of degrees bestowed? This is answered by the table here given.

	Colleges reporting to Commissioner of Education.	Number conferring honorary doctorates.	Number conferring D. D.	Number conferring LL. D.	Number conferring Ph. D.
1872	298	83	67	51	7
1873	327	105	82	57	13
1874	374	103	93	45	10
1875	258	80	65	39	12
1876	289	101	72	51	20
1877	260	100	83	43	14
1878	273	96	79	47	21
1879	281	104	83	56	17
1880	287	88	71	44	18
1881	306	112	92	55	29
1882	336	124	103	54	17
1883	308	117	97	61	26
1884	347	139	108	64	19
1885	283	117	94	67	19

It will thus be seen that the number of colleges conferring honorary degrees a little more than keeps pace with the number of colleges reported each year. The whole number of separate colleges that conferred honorary doctorates between 1872 and 1885 was 250, distributed over thirty-six States, two Territories, and the District of Columbia. Ohio heads the list, by right, as having more colleges and universities than any other State, with twenty-four; followed by Pennsylvania with twenty-three, Illinois with eighteen, Tennessee and New York with seventeen each, Iowa with twelve, Indiana eleven, the remainder from eight to one.

In the six New England States there were conferred from 1872 to 1885, D. D., 264, LL. D., 272; in the four Middle States, D. D., 570, LL. D., 262;

in thirteen Southern States (including Missouri and West Virginia), D. D., 656, LL. D., 343; in twelve Western States and two Territories, D. D., 757, LL. D., 278; in the District of Columbia, D. D., 12, LL. D., 31. It will be observed that in New England the two degrees are conferred in nearly equal numbers, while in the Middle and Southern States about twice as many D. D.'s are bestowed as LL. D.'s, and in the Western States the proportion is nearly three to one.

With regard to Ph. D. as an honorary degree, President Woolsey has this to say in his excellent article: "The degree of Ph. D., which in Germany is what M. A. has been in England and the United States, has been for a few years used among us as a degree conferred, on examination, upon students in science. There certainly can be no objection to this novelty, if the examination is severe and thorough. But some colleges, chiefly, if not entirely, seated in the Western States, went beyond this and gave the degree to some who, without an examination for it, had gained some distinction in physical science. It was according to logic and analogy so to do; but a convention of scientific men, more than a year since, protested against the extension of the field of honors, and their protest has been received, we judge, with no dissatisfaction by the country."

If I understand President Woolsey aright, his statement is a little misleading. The resolution adopted by the American Philological Association, at the meeting held in Cleveland, Ohio, July, 1881, and concurred in by the American Association for the Advancement of Science, at its next meeting, held in Cincinnati, August, 1881, was as follows:

Whereas many colleges in the United States have, in recent years, conferred the degree of doctor of philosophy, not by examination, but *honoris causa*: be it

Resolved, That this association deprecates the removal of this degree from the class to which it belongs (namely, B. D., LL. B., M. D., and Ph. D., degrees conferred after examination), and its transfer to the class of honorary degrees.

My impression is that in most cases where Ph. D. has been conferred it has been given as a sort of lower LL. D., and just as LL. D. would be given, with or without regard to attainments in physical science. In every instance that has come within my own knowledge this has been the case.

In one other point, too, President Woolsey is wrong. Many persons, doubtless, have supposed, as he did, that the colleges thus conferring Ph. D. as an honorary degree were "chiefly if not entirely seated in the Western States." But the report of the Commissioner of Education tells a different tale. From 1872 to 1885, inclusive, 358 honorary doctorates of philosophy were conferred in the United States, and 156 of these were given in New York, Pennsylvania, Delaware, and New Jersey, while only 107 were given in ten Western States. New England has a better record in this respect than the three Middle States. But 44 honorary doctorates of philosophy were conferred in New England colleges, Dartmouth leading with 20; Williams, University of

Vermont, and Amherst, 5 each; Bowdoin and Lewis College, 3 each; Colby, Bates, and Maine Agricultural and Mechanical College, 1 each. In twelve Southern States 44 such doctorates were conferred, and 6 in the District of Columbia. All will readily agree with President Woolsey in his objection to the custom which has come into vogue of making the degree honorary; it is simply that he is wrong as to geographical distribution.

It is a pity that the custom has not been confined to small colleges, for then it might easily be rendered ridiculous, and so checked; but when such a protest as that of the philological and scientific associations is unheeded by institutions like Princeton, Amherst, Michigan University, Lafayette, Dartmouth, Hamilton, Madison, Union, Dickinson, Western Reserve, University of Wisconsin, University of North Carolina, De Pauw, University of the City of New York, all of which conferred Ph. D. as an honorary degree the year after the protest or later, it can not be hoped that the weaker institutions, West, South, or East, will seriously heed the protests of scholars.

Perhaps nothing shows more clearly how serious is the evil connected with the bestowal of honorary degrees, complained of by Presidents Woolsey and Gilman, than the growth of the custom of conferring Ph. D. as an honorary doctorate. The value of the degree, which in Germany is the reward purely of scholarship as proved by examination and other tests, was speedily impaired when colleges big and little all over the land began to confer it as a sort of inferior LL. D. A table will easily show the spread of this as an honorary degree.

	Number colleges conferring Ph. D.	Number honorary Ph. D.'s conferred.
1872	7	7
1873	13	17
1874	10	15
1875	12	19
1876	20	26
1877	14	19
1878	21	31
1879	17	33
1880	18	29
1881	29	49
1882	17	30
1883	26	36
1884	19	25
1885	19	22

It will be seen that the protest of the philological and scientific associations had seemingly some temporary effect, inasmuch as there was a drop down from 29 colleges conferring 49 honorary doctorates of philosophy in 1881, to 17 colleges with 30 such degrees in 1882; but the very next year the number of colleges so bestowing the degree had again risen to 25 and the degrees to 36.

The worst feature of the matter, however, is not the increase in the number of honorary doctorates of philosophy, but in the advance in the

number of colleges, especially small colleges—Western, Middle, and Southern—so conferring the degree. For we find that whereas only seven colleges from 5 States so conferred the degree in 1872, up to 1885 one hundred and eleven colleges from 32 States had so bestowed it. These included all the Middle States, 4 New England, 10 Western, 13 Southern, and the District of Columbia. In other words, the custom has spread over the whole country. A hasty glance at the list of 111 colleges that have conferred honorary Ph. D.'s will show that while a number of leading colleges—some of which were mentioned above—have set thebad example, it has been followed chiefly by the smaller and weaker colleges of the Middle, Western, and Southern States.*

With regard to A. M., the custom was formerly well-nigh universal in American colleges of conferring this second degree three years after graduation on those of their graduates who were engaged in a literary calling, or had prosecuted further studies in any branch. The University of Virginia introduced the English custom of conferring A. M. on examination, just as A. B. Of late years most of the best colleges have adopted this plan; but very many, perhaps most, colleges that confer honorary degrees, though they may have ceased to give A. M. three years after graduation to any of their graduates who apply, still confer it as an honorary degree on their own graduates or others. In 1880—I looked no farther back—119 honorary A. M.'s were conferred; in 1881, 180; in 1882, 138; in 1883, 149; in 1884, 178; in 1885, 140. In these six years, too, I find at least 25 colleges not reported as conferring honorary doctorates which conferred A. M., thus swelling the number to 275. Moreover, as the term "in course" leaves it undetermined whether the degree is conferred on examination or three years after graduation on application, it is reasonable to infer that the number of actual honorary A. M.'s is very much greater still.

One fact of promise for the future is that most of the recently founded, well-endowed and equipped colleges and universities do not confer honorary degrees. The University of Virginia in this, as in so many other respects, set a good example to other institutions, and has never since the opening in 1825 departed from the rule to confer no honorary degrees. She has had a goodly and eminently respectable, if not large, following in Johns Hopkins, Boston University, University of California, Vanderbilt,† Purdue, Tulane, University of Texas, and in three of the four best female colleges, namely, Smith, Wellesley, and Bryn Mawr.

* As to individual colleges, the highest number of honorary doctorates of philosophy during the fourteen years belongs to Lafayette, namely, 24; next comes Princeton 21; then Dartmouth, 20; the University of Wooster, 20; University of the City of New York, 15; Hamilton, 16; Washington and Jefferson, 13; Union, 11; Madison University and Pennsylvania College, 7 each; University of Michigan, 7; Western Reserve College, 6; the others, from 5 to 1.

† Reserves the right to confer honorary degrees, but has exercised it only once and then gave ample reasons for making an exception to its announced rule of conduct in favor of an eminent scholar.

Honorary degrees properly bestowed and in reasonable number could not be detrimental. In the best educational systems of Europe they still obtain. But it is clear that the *reductio ad absurdum* is about accomplished in the United States. At least 365 universities and colleges have the right to confer honorary degrees, and within fourteen years 275 separate institutions are found to have exercised the right. And this makes no allowance for the colleges that confer degrees but do not report. These would swell the number considerably. In 1872 the Commissioner of Education received reports from 298 colleges, and of these 83 conferred 235 honorary doctorates. Thirteen years later (1884) he received reports from 347 colleges, but this time 139 colleges conferred 320 honorary doctorates. Can even so great a country as the United States produce learned men, great men, or even strong men, sufficient to keep the mills going? But are all these institutions really entitled—except by their charters—to confer honorary degrees? President Woolsey thinks, "Where, in a place of learning a certain branch of study is not taught, there ought to be no degrees given in it." Applying this test, we find that only 48 colleges and universities were reported in 1884 as having theological departments, but a single glance at many of the names in the list shows that if the doctorates might, by being limited to these, be lessened in number, they would not be improved in quality.

Several honorary degrees have recently been conferred by the great colleges on women—and surely no one can find fault with this if the degrees are confined to such women—and this will help for a time to bring up the general average of quality among the doctors. But even this new supply can give only temporary relief. With 250 colleges giving honorary doctorates, the market is sure to be overstocked, and values to depreciate.

Then, too, if the boards of trustees of two or three so-called "female colleges" have conferred honorary doctorates, what is to hinder the practice from becoming general? What if the legion of these so-called "female colleges" all over the South and South-West had taken to conferring honorary degrees, and had bestowed these honors after the manner in which most of them now grant their diplomas? Add the fact that at least two military academies and six agricultural colleges and industrial universities (which, President Woolsey supposes, "would not think of conferring the degree with which we have to do") have conferred honorary doctorates. What is to hinder others from doing likewise? Is it not, after all, a mercy that matters are not worse?

As to the remedy: I know no better cure for the evils herein detailed than the suggestion of President Gilman. He proposes: "First, the older and firmer colleges might refuse to give honorary degrees under any circumstances. The smaller and younger colleges would be likely to follow the example. This would be the simplest and easiest mode of remedying the abuse. Or, secondly, doctorates in law or theology

might be given on examination, the candidate offering himself li candidates for the baccalaureate, openly, and honorably, with a or treatise which should exhibit his attainments. This is the us some of the foreign universities. Or, thirdly, a college might (its purpose to advance its own graduates to honorary distincti certain recognized principles of promotion—the publication o scholarly work, the accomplishment of some literary task, or the ment of some high position. In every case the reasons for bes the degree should be openly avowed. If a man is made doctor o the public have a right to know whether it means he has fought a or is on the right side in politics, or is a donor to the extent thousand dollars and upwards."

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FRAUDULENT DIPLOMAS

A NECESSITY FOR STATE SUPERVISION

AN ADDRESS BEFORE THE ILLINOIS STATE TEACHERS' ASSOCIATION
AT SPRINGFIELD, ON DECEMBER 28, 1898

BY
HENRY WADE ROGERS
PRESIDENT OF NORTHWESTERN UNIVERSITY

No. 11

CHICAGO
R. R. DONNELLEY AND SONS COMPANY
1899

At the meeting at which this address was delivered the recommendations found on page 16 were endorsed by the College Section of the Illinois State Teachers' Association, and were then approved by the Association, the action of each body being unanimous. A committee was appointed, and directed to bring the matter to the attention of the Legislature, to the end that the recommendations referred to might be embodied in the statute law of the state. The committee as constituted is as follows: Henry Wade Rogers, President of Northwestern University, Chairman; William R. Harper, President of Chicago University; Andrew S. Draper, President of Illinois State University; John H. Finley, President of Knox College; J. E. Bradley, President of Illinois College; Charles A. Blanchard, President of Wheaton College; E. M Smith, President of Illinois Wesleyan College; Austen K. DeBlois, President of Shurtleff College; J. M. Ruthrauf, President of Carthage College; Archelaus E. Turner, President of Lincoln University; W. R. Bridgman, Professor of Lake Forest University.

FRAUDULENT DIPLOMAS AND STATE SUPERVISION.

The legal incorporation of the universities of Europe was accomplished by the charters of popes and kings. In the United States the universities derived their right to exist from specific charters granted by state legislatures. A great deal of the time of the state legislatures was occupied in granting charters of incorporation for all sorts of business enterprises. In the course of time it became desirable to relieve the legislatures of this burden. To this end provisions were incorporated into the constitutions of the several states prohibiting the creation of corporations by special laws, and declaring that general laws should be passed for the organization of all corporations. A provision of this kind exists in the constitution of Illinois. It is undoubtedly a wise provision, and there is no disposition to secure its repeal. Educational institutions in this state, and the same is true of other states, must now be incorporated under general laws. The General Assembly has enacted that persons desiring to incorporate a university or college may file in the office of the Secretary of State, a statement in writing which shall set forth the intent to form a corporation, a copy of the instrument by which the endowment of the institution is provided, the name adopted for the proposed corporation, the name of the town in which the principal place of business of the corporation is to be located, and the names of the trustees. Upon the filing of this paper the Secretary of State issues a certificate of which the aforesaid statement is made a part, declaring that the organization of the corporation is perfected. This must be recorded in the office of the recorder of deeds of the county in which the institution is to be situated. This being done, the institution is deemed fully organized.

The trustees of an institution thus incorporated are given power to "prescribe the course of study to be observed in the institution,

or any department thereof, and may grant such literary honors and degrees as are usually granted by like institutions, and give suitable diplomas." (Starr & Curtis's Ann. Statutes of Illinois, vol. 3, p. 3971.)

The objection we make is not to the principle that educational institutions are incorporated under a general law. It is to the inadequacy of the general law which the legislature has provided. The law itself is defective and unsatisfactory. It does not safeguard the educational interests of the state. Under it great abuses exist which have brought discredit upon the commonwealth of Illinois and injured the standing of its educational institutions throughout the world.

Under the laws of the state there has developed and flourished the National University, with headquarters in the city of Chicago. The Chicago Times-Herald, under date of November 22, 1897, made an exposure of this institution. The facts thus published show that this National University has not only brought disgrace upon this commonwealth, but has discredited American degrees in Europe and Asia, and been publicly denounced in the British parliament. It exists on paper only, and has no standing in any educational institution in the world. And yet, as the London press has stated, it has had "the insolence to nominate agents to carry on its scandalous traffic in foreign countries, and has scattered its degrees over England, Germany and India for a money compensation." A paper published in Germany has discussed the matter under the head, "American Diploma Swindlers." The Board of Administration of Oxford University has called public attention to the misdemeanor of which the so-called "Chancellor" of this so-called National University is guilty in filling out doctor's diplomas for money. The learned head of this National diploma mill, when written to as to what it would be necessary for the writer to do to obtain a degree, replied after the manner which is pursued by dealers in job lots: "Trusting to receive your order by return mail, I am, etc." What a reflection upon this great state, that an institution should be able to exist under the protection of its laws, from which a doctor's degree can be "ordered" as you would order so much bacon and eggs! Written to by a member of the English government who made inquiry as to his right to grant degrees, this "chancellor" of the exchequer for the National University replied: "This university is a regularly chartered institution, and so far as that goes, in the absence of any law to the contrary, has

as much right to grant degrees as the universities of Oxford or Cambridge, or any in this country." A Mr. Mendel, of England, who had paid ninety dollars for a worthless degree of Ph.D. from this somewhat unique institution, asked the British authorities to prosecute, and one of the English papers made the following comment, which ought to be interesting reading to the people of this commonwealth: "He is certainly entitled to complain of the State of Illinois, which granted a charter to this precious 'university.'"

Men of no scholastic attainments and of no ability make parade in Europe of the highest academic degrees conferred upon them by an institution duly authorized to grant them by the State of Illinois. It is not surprising that professors in foreign universities should inform us that "these men are doing much harm for the reputation of American universities," or that the Ambassador of the United States at Berlin should write home that he hoped the nuisance might be suppressed. We may safely appeal to the honest and intelligent people of this commonwealth, and ask them through their law-making body to so reform our laws as to make such disgraceful proceedings hereafter impossible within our borders.

The fact that one such institution exists in the state ought to be enough to work a reform in the laws under which so offensive a nuisance is permitted to carry on its disreputable work. But a system of laws which makes possible one such institution places no limit upon the number of them that may be organized. As a matter of fact, the National University does not stand alone. There are other institutions, as we shall see, that are equally as bad.

The Committee on Foreign Relations of the National Association of Dental Faculties made a report to that association at a meeting held at Omaha in August, 1898. That report reflects in the severest manner upon the good name of the State of Illinois. In an exposure of the fraudulent dental schools whose existence is made possible by bad laws, the report says:

"The State of Illinois is a glaring example of this kind of vicious legislation, and nearly or quite all the fraudulent colleges are now located in the City of Chicago, to the great reproach of the state and the profession of dentistry within its borders. That city contains some of the very best of our professional educational institutions, and at the same time the most villainous impostures conceivable. * * * * Men unacquainted with professional educational affairs, who know not the wiles of designing tricksters who would take advantage of an innocent law to further their own selfish purposes, are not the best judges of what is proper legislation for the professions. In an unsuspecting moment, and without sufficient

consideration, there was placed upon the Illinois statute books an enactment which, while assuming to further business interests, and honestly intended for their benefit, allows the incorporation under the law of associations that may carry on a fraudulent diploma business. * * * * This seems a monstrous state of affairs, but it has been suffered to exist for years. The citizens of other states are powerless, for Illinois is supreme within her own jurisdiction, and she continues to protect her criminals in their villainy. The task of securing the repeal of this vicious law is too great for the courage of its reputable men, for ignorance and vice have struck hands in its maintenance. * * * * As a consequence of the continuance of this demoralizing law, a considerable number of the practitioners of Chicago carry in their pockets, or exhibit on their walls, college charters conferring upon them the power to issue diplomas in dentistry. A number of advertising offices are legally conducted under such names as 'The Illinois Academy of Medicine and Dentistry,' 'The College of Painless Dentistry,' 'The Union College of Dentistry,' etc., and the certificates of the Secretary of State, under the great seal of the State of Illinois, can be obtained certifying to their entire legal respectability and status. It seems to your committee that the decent part of the profession of this grand state should begin an agitation for the repeal of this vicious law. It is earnestly to be hoped that as soon as the professional men of the state are aroused from their lethargy and made to comprehend the enormity of the condition, they will present the subject before the Legislature in its proper light, and the disgraceful law will be so amended that it will not apply to educational institutions, and the charters already issued under it will be very promptly canceled."

The report goes on to name five Chicago institutions which it declares are not recognized by reputable schools of dentistry. The statement is as follows:*

"(1) 'The * * * * School of Dental Surgery.' The name of the dean is published as * * * *. The president is a man by the name of * * * *, a lawyer, with an office in the Unity building. The secretary is a druggist by the name of * * * *. These gentlemen sign the diplomas, and the instruction given, as far as known, has been in the office of one dentist * * * *, and it has been charged also at a well-known post-graduate school of Chicago for a month or so.

"(2) 'The * * * * College and * * * * University of Chicago.' This is located on * * * * street, near * * * * avenue. The name of the dean is * * * *, who was formerly a barber in Berlin, but who came to this country and graduated from the Hahnemann Homeopathic Medical College. * * * * is said to be all there is to this 'college,' and he offers to grant degrees in medicine, dentistry, philosophy, law, midwifery and divinity, or almost anything else.

"(3) 'The * * * * Medical College.' This is located at the corner of * * * * streets, * * * * Institute building. * * * *,

*The report itself specifically names the institutions and their officers. But these names are in this address suppressed.

Ph.D., is the motorman. The post-office authorities have about run this man down, and have employed agents to procure bogus diplomas with the view to prosecution and suppression. * * * *, Ph.D., M.D., (?) is the reputed vice-president, and * * * *, secretary.

"(4) 'The * * * * Dental College,' located at * * * * avenue. * * * * is the managing head of this school, which is duly incorporated. It professes to give professional instruction, and to be 'regular,' but it is not so acknowledged by other colleges. * * * * was formerly connected with the Examining Board of the State and he posed then as a pillar of the law. His diplomas are not recognized by our schools, nor are students received from his institution. He has advertised extensively abroad, and has been a source of bitter reproach to American dentistry. He is not here classed with the admittedly fraudulent operators, but it is thought that a considerable amount of investigation as to his methods and pretensions might be beneficial to dentistry.

"(5) '* * * * Academy,' * * * * street, Chicago, Ill. Prof. Dr. * * * * , 'Magnificus.' This is a side issue and is presumably fraudulent. Sufficient data has not yet been procured concerning this affair. It should be completely unearthed."

The demoralization likewise extends to the medical schools organized under the general laws of the state. In an address delivered in May last, before the Illinois State Medical Society, J. W. Pettit, M.D., of Ottawa, said:

"There are now in the city of Chicago alone twenty-one chartered medical schools, of all grades, from the best in the world down to those which have little more than a pretense of teaching force or equipment. Hundreds of incompetents are turned loose every year upon a confiding and unsuspecting public, whose legal standing is the same as the students graduated from the best colleges. These facts are very generally known to the profession, but not to the people, who are the parties most interested. Thus it will be seen that the time-honored diploma, which it was supposed would deliver us and the people from the thraldom and disgrace of incompetency and charlatanism, has been wrested from us and used to compass our defeat."

The Secretary of the Illinois State Board of Health has again and again referred to this subject in his annual reports to the Board. In his report for 1898 he calls these Illinois diploma mills that confer the degree of M.D. as "these infamous concerns," and quotes the words of a former Attorney-General of this State, that they "do no good to any class of people upon earth, excepting grave diggers and undertakers."

He continues:

"As under the laws of Illinois, any three or more persons may, for a nominal fee, obtain a charter from the State for the organization of any institution for a charitable, educational or other purpose, little relief from

this state of affairs can be looked for until legislation is obtained, placing the issuing of charters of educational institutions with some organized body in the State, which will have the power also to revoke those already issued."

Degrees in medicine and dentistry can be obtained in Chicago for ten dollars.

An illustration of the degradation to which we have descended is furnished by the following advertisement which was printed in the Chicago Journal of November 12, 1898:

"PERSONAL. *Justice to Undergraduate Doctors and Dentists.*—Undergraduate practitioners furnishing sufficient proof of their practice through the proper officials can have the degree of M.D. or D.D.S. lawfully conferred by a dental medical college without attendance. Address ——, Chicago."

The law schools have not escaped the infection. Protest upon protest has been made by the bar associations of the state and the city of Chicago until the schools have been at last compelled, by the action of the Supreme Court, to lengthen their courses of study and advance their requirements for admission, while at the same time their graduates have been deprived of the right to be admitted to the bar on their diplomas.

I have in my possession a letter written by the Dean of a professional school in the state of New York, from which I also quote:

"There is no question that the Illinois laws are professionally the most villainous of any in existence and are a blot upon professional civilization. * * * * The profession in Illinois owe it to the rest of the professional world to remove that stain at any cost, and it should be the first and about the only work in which they engage until that shall have been accomplished. * * * * all over Europe are scattered the advertisements of Chicago fraudulent colleges, and attached is the published certificate of the Secretary of State as to their legal respectability and regularity. Is it any wonder that Chicago educational institutions are a by-word and a stench in the nostrils of Europeans?"

The London Daily News has recently made this comment:

"Among the other industries of Chicago is the manufacture of university degrees. Indeed it turns out graduates as quickly and easily as it manipulates hogs."

The statement has been made upon reliable authority that in Louisiana, in the "good old reconstruction days," a university was established and a board of trustees appointed. That the board met

and elected officers, whereupon the secretary moved that the degree of LL.D. be conferred upon the president. This was carried, and thereupon the vice-president moved that the same degree be conferred upon the secretary. This also carried, and before the meeting adjourned, the degree had been conferred upon each member of the board. After this action an adjournment was had and the trustees never reassembled. It may be said that any board of trustees may abuse the degree conferring power. That is conceded. The fact, however, is that a board will not abuse its power provided it is composed of persons who are worthy to be entrusted with its exercise. It is important, therefore, that the law under which such boards are organized shall be so framed as to afford some sort of guaranty that only suitable persons, persons of character and standing, shall be allowed to assume the responsibility and the power of granting degrees. It is evident enough that no guaranty whatever is afforded by a law under which any individual who can get two or three others to unite with him can become invested with the right to grant degrees by complying with certain simple statutory provisions.

Under laws like those we have in Illinois there is nothing to prevent men who are without honor or standing from establishing a nominal university and following the Louisiana precedent. But under the laws in force in some of the states, it would be impossible for such men ever to be invested with the degree conferring power. In a state, whose laws I presume were as liberal as those in this state, a joke is told of a mountaineer, who, in speaking of one of the colleges of the state, claimed that he was one of its *alma mater's* himself—meaning of course that he was one of the *alumni*. The joke would be a good one if the subject were not too serious to jest about. So contemptuous an opinion is entertained in Germany of our American degrees that Andrew D. White, the Ambassador of the United States at Berlin, declares that they are not only sneered at in that country, but that they have been made a feature in a comedy which he witnessed at the Royal Theater in that city.

State supervision is necessary, however, for other reasons than that of protection against institutions palpably fraudulent. It is needed as against institutions having a real faculty and a curriculum of study, but so low a standard of admission and graduation that the degrees when granted in due order do not represent those attainments in learning which justify the honors conferred. In

Germany, and in other countries in Europe, the minister of education is invested with the power of establishing a minimum standard to which institutions of learning must conform or forfeit their right to confer degrees. Existing conditions in this country make evident the necessity of similar supervision. Institutions that are little more than high schools are, in the United States, conferring collegiate degrees. This is not respectable, and it is not honest.

The better class of American universities insist on two or three years of graduate study, carried on in residence, as a condition for the Ph.D. degree. But there are institutions which are universities only in name, which persist in granting that very honorable degree without requiring resident work, and after passing a merely nominal examination. This they are induced to do for the money it brings to a depleted treasury, and for the names of graduate students it enables them to parade in a not overburdened catalogue. The power should certainly exist somewhere of putting an end to such disreputable business.

Again, it is extraordinary that it should be possible to obtain the degree of D.C.L. on easier conditions than are exacted for the degree of B.S., Ph.B., or A.B. And yet a law school, established in this state, and having for its object according to its own modest announcement, "the promotion of a higher standard of legal education," has been granting this degree without insisting as a preliminary condition that candidates should have had at least a high school education. I submit whether there ought not to be a power lodged somewhere to make it impossible to so prostitute that old and highly respected degree.

From what has been said it is evident that under the existing laws of the state an unfortunate condition confronts us. As a body of Illinois educators, we can consider no more important subject than the one which now engages our attention. We owe it to the state, to the cause of education, to the institutions with which we are respectively connected, as well as to ourselves, not only to expose the fraudulent schools and universities which discredit our educational system, but to point out what we conceive to be the necessary reform in the laws, so that we may escape hereafter the humiliation and the disgrace which attaches to existing abuses. It is our duty to bring this matter to the attention of the legislature. That body will listen to what the teachers of the state have to say. From the days of Aristotle wise statesmen have recognized that education is a matter which has a paramount claim upon the

attention of the legislator. "Nothing is of more importance for the public weal," wrote Franklin to Samuel Johnson.

The power to confer degrees is a very high power, and is everywhere so regarded. A degree is intended to be an academic distinction which a university or college confers as a mark of proficiency in scholarship. The use of academic degrees is as old as the thirteenth century, and is borrowed, as Gibbon states in his autobiography, from the mechanic corporations, which granted a testimonial of skill and a license to practice his trade to an apprentice who had served his time. The power to confer a degree is a franchise. In the United States no institution has the right to grant degrees unless the power to do so has been granted to it by the legislature. (People v. Trustees of Geneva College, 5 Wendell 211-217, 1830; Case of the Medical College of Philadelphia, 3 Wharton 445, 456, 1838; Townshend v. Gray, 62 Vermont 373, 1890.) As this power is derived from the legislature, that body should so far as is possible guard it from abuse.

The courts tell us that "The degrees conferred in colleges are not offices or appointments, but they confer honor, influence and respectability to a certain extent." (3 Wharton 445, 456.) And again: "The degree of M.D. is something more than a title, it is a certificate attesting the fact that the person upon whom it has been conferred has successfully mastered the curriculum of study prescribed by the authorities of an institution created by law and by law authorized to issue such certificate. It has thus a legal sanction and authority. But it has more. In practical affairs it introduces its possessor to the confidence and patronage of the general public. Its legal character gives it a moral and material credit in the estimation of the world, and makes it thereby a valuable property right of great pecuniary value." (Townshend v. Gray 62 Vermont 373. 1890.) The same thing is true of other professional degrees—LL.B., D.D.S., Ph.G.—and of the ordinary academic degrees. But a degree, which the courts call "a valuable property right of great pecuniary value," is made valueless, if irresponsible institutions, like some which exist in this state, are to be permitted to bestow them upon the illiterate and the unworthy. The abuse of the degree conferring power has been likened, by more than one court, to the witty French minister who threatened to create so many dukes that it would be no honor to be one, and a burning disgrace not to be one.

As to the power to grant degrees the law is stated in Bacon's Abridgment as follows:

"Considered as corporations, these learned bodies (the universities) are merely the creatures of the crown. The power of granting degrees flows from that source; for, if the crown erects an university, the power of conferring degrees is incident to the grant; and in point of fact, they never affected to confer degrees till they were incorporated." (Title, University.) A university, and probably a college having a faculty of arts and sciences, has an implied right to confer degrees. But in the case of other educational institutions the power must be expressly conferred. When a law school is incorporated and given the power to confer degrees, it can only confer the ordinary law degrees. When it undertakes to confer academic degrees, as the Ph.D. degree, it usurps a franchise which does not belong to it, and can be proceeded against in the courts. A law school in this state not long ago announced that it would confer the Ph.D. degree. It might as well presume to confer the degree of M.D., or D.D., or A.B. The American Bar Association has denounced such action, and the courts will undoubtedly be called upon to suppress the evil, if that course appears necessary to put an end to what is unquestionably an outrage.

The lack of any adequate supervision in most of our states astonishes the Europeans, and they are at a loss to understand our seeming indifference on this important subject. Mr. Freeman, the English historian, visited the United States in 1881, and on his return to England published his "Impressions" of our country. In that work he says:

"One of the first things that strike the foreigner is the amazing number of universities and colleges. * * * * we can hardly be wrong in inferring that the degrees granted by some of these institutions cannot be worth very much. * * * * We are somewhat amused at home at the ease and coolness with which any new-made school, without the least shadow of a collegiate foundation, dubs itself a 'college.' * * * * But these 'colleges' at least do not call themselves universities; they do not profess to grant degrees. It is allowed that for the exercise of this last power a royal charter must be had. Now, my feelings make me most loath to say a word in any federal country against the powers of the several states; but it surely is not unreasonable to hint that the right of granting degrees should be assumed only by authority of the federal power. For a degree is surely a national thing, or rather it is something more than a national thing. It ought to be * * * * something like knighthood in old times, a badge of scholarship which should enable a man to take his place among scholars in any land to which he may come."

The suggestion that the degree-conferring power should be derived from the national government is one which we need not consider. It is so contrary to the theory upon which our system of government is based that it would be impossible to secure for it any serious consideration. But Mr. Freeman's criticism of the manner in which degrees are granted in this country is important, as showing the unfavorable impression made upon him, and the desirability of reform in so important a matter.

During the year 1898 Professor Knight, of the University of St. Andrews, visited the universities of the United States, and on his return published in the Edinburgh Scotsman the result of his personal observations. His comments are along the line of those made by Mr. Freeman. He says:

"It was inevitable that minor institutions should spring up in many of the states and assume the rank of universities. Each of the states can do as it likes in the matter of instituting, endowing, and recognizing colleges. * * * * As in the case of churches, unnecessary colleges have been planted and sanctioned and a degree-planting charter has been sometimes too easily obtained. * * * * The central educational bureau at Washington might with advantage have power to say whether any mushroom college should or should not have the power of conferring degrees. It is surely of immense advantage to the people of every land to know the source and the nature of the source, whence its academic degrees are derived. * * * * It should not be difficult to introduce a measure into the House of Representatives and Congress, and pass it, which would give power to the Minister of Education at Washington to regulate the power of all the colleges in the matter of conferring degrees. * * * * Surely in no civilized country of the world should there be from 400 to 700 degree-granting colleges existing and flourishing."

The value of American degrees has been seriously diminished throughout Europe as a result of the failure of the American states to exercise supervision over the degree-conferring bodies. American degrees have been so much discredited abroad that students from Europe are not attracted by our universities, although some of our institutions compare favorably with any of those in the old world. European states are discriminating against our degrees, even going so far in some cases as to legislate against them. Those holding American degrees in medicine or dentistry, and who desire to practice abroad, have been as a consequence greatly embarrassed and inconvenienced in their professional career.

The state of Illinois is probably more to blame for this condition than any of the other states. This is not because its laws

are worse than those of other states. But it is due to the fact that fraudulent institutions can thrive best in a great city. They cannot live in New York, or Philadelphia. State legislation has made that impossible. The consequence is that they establish themselves in Chicago, where state legislation has not as yet made it impossible for them to thrive. Illinois being so largely responsible for the discrediting of American degrees should not delay a single unnecessary day in taking appropriate action to remedy the wrong it is inflicting upon the universities of the United States, and the embarrassments to which it is subjecting in foreign lands the holders of American degrees.

It should be understood, however, that in this country there are at least a few states in which adequate supervision has been provided.

The *laissez faire* policy, which is responsible for the existing abuses which characterize our educational affairs, has found no favor in New York. That state has set an altogether admirable example. Its legislature, at its first session after the close of the revolutionary war, created the University of New York, and placed it in control of a Board of Regents, composed of men of the highest character and distinction. The University of New York is not a teaching body. It includes and has supervision over all the colleges and academies of the state, although each has its own board of trustees for the management of its individual affairs. The regents of the University of New York are elected by the legislature of the state, and no person can be at the same time a regent of the university and a trustee or officer of any one of the colleges or academies of the state. The laws of New York confer upon the regents authority to incorporate universities, colleges, academies, and other educational institutions, with such powers and subject to such limitations and restrictions "as the regents may prescribe in conformity to law." They are also given the right, for sufficient cause, to suspend or revoke the charter of any educational institution. Under a law passed in 1892 it is provided that—

"No institution shall be given power to confer degrees in this state unless it shall have resources of at least $500,000; and no institution for higher education shall be incorporated without suitable provision, approved by the regents, for buildings, furniture, educational equipment, and proper maintenance."

Under the ordinances of the university it has, however, been provided that "if the regents are satisfied that public interests will

be promoted by such incorporation, that suitable provision has been made for buildings, furniture, educational equipment, and proper maintenance, and that the institution has resources of at least $100,000 if it is a college, $50,000 if an academy," then a charter may be issued to it. But institutions incorporated under this provision are not given degree-conferring powers. The regents have also adopted the following ordinance:

"No educational institution or association incorporated or conducted as a business enterprise, so that any part of its assets or income may be divided among stockholders or members, shall have university membership, or share in any grant of public money, or publish itself as holding its charter from, or having any connection with the university, except in words, for the use of which it has written permission from the regents. If subject to university supervision it shall use the words 'chartered as a stock (or business) corporation,' or some other descriptive word or phrase accepted by the regents as sufficiently indicating its proprietary character wherever the fact of its incorporation is printed.

"This group shall include all corporations holding limited charters for the university, and also every association or institution under university supervision not so organized, that all its assets and receipts from tuition or other sources, must be used solely for the benefit of the public, and without profit to stockholders, officers or teachers, beyond reasonable compensation for services actually rendered."

The state of Pennsylvania has recently followed the New York example. In 1895 the legislature of that commonwealth passed an act creating a college and university council and conferred upon it full authority to decide upon the advisability of chartering new institutions. No institution can now be chartered in that state with power to confer degrees unless its assets amount to $500,000 for the exclusive purpose of promoting instruction, and unless the faculty consists of at least six regular professors, who devote all their time to the instruction of its college or university classes. The council has adopted uniform entrance requirements, which are obligatory as a minimum on all the collegiate institutions of the state. No baccalaureate degree in arts, science, philosophy, or literature can now be conferred by any institution in the state on any student who has not completed a college or university course covering four years.

In Massachusetts it has been made a misdemeanor, punishable by fine and imprisonment, for a corporation or an individual to confer degrees without express legislative sanction. Similar action has also been taken in New York.

The attention of members of this Association is called to the

fact that action in favor of state supervision has already been taken by some of our educational bodies. The Section on Higher Education of the National Educational Association of the United States adopted unanimously, in 1897, the following resolution:

"Resolved, That the state should exercise supervision over degree-conferring institutions through some properly constituted tribunal having power to fix a minimum standard of requirements for admission to or graduation from such institutions, and with the right to deprive of the degree-conferring power institutions not conforming to the standard so prescribed."

The North Central Association of Colleges and Secondary Schools, at a meeting held in Chicago, in April, 1898, unanimously recommended that a law be enacted in the several states represented in that body, which should embody the following suggestions:*

1. That in each state represented in the association an effort be made at the earliest opportunity to establish by law a body to be known as "The Educational Commission of * * * *" (Inserting the name of the state).

2. That the commission be composed of not less than six members nor more than nine.

3. That the members of the commission be appointed by the Governor and confirmed by the Senate. That no person be eligible to appointment on the commission who is a member of the faculty, or board of trustees, or other governing body, of any educational institution within the state. And that membership in the commission be forfeited *ipso facto* if at any time subsequent to the appointment aforesaid the person so appointed becomes connected with any educational institution in the manner above mentioned.

4. That the members of the commission hold office for a period of not less than six years. And that the term of office be so arranged that not more than one-third shall retire in any one year.

5. That institutions hereafter incorporated shall derive the degree-conferring power from the commission, and not otherwise. That institutions heretofore incorporated and which now possess the degree-conferring power, may continue to exercise the same unless deprived of the right so to do by the commission, on the ground that the institution affected falls below the standard which the commission has established.

6. That the commission shall not grant the degree-conferring power to any institution incorporated as a business enterprise, or to anyone in which any part of the assets or income can be divided among stockholders, or to any institution having lower requirements for admission or graduation than the minimum standard therefor established by the commission, or to any

* The committee reporting these recommendations was constituted as follows: Henry Wade Rogers, President of Northwestern University, Chairman; F. H. Snow, President of the University of Kansas; R. H. Jesse, President of the University of Missouri; Joseph Swain, President of the University of Indiana; George E. MacLean, President of the University of Nebraska; Andrew S. Draper, President of the University of Illinois; George A. Gates, President of Iowa College.

institution hereafter established as a college or university unless its productive endowment shall amount to at least $100,000.

7. The commission shall not confer the degree-conferring power upon any institution until such institution has applied therefor in writing, and accompanied the application with the sworn statement of the president and treasurer as to the amount of its productive endowment, the provision made for buildings, furniture, apparatus, and the requirements for admission and graduation.

8. The commission shall have the right, after having given reasonable notice, to withdraw the degree-conferring power from any institution upon which it has conferred it, whenever an institution fails to meet the conditions necessary to justify the granting of the power in the first instance.

9. The commission may require any institution to which it has granted the degree-conferring power, to report under oath to it, at such times as it may designate upon such matters as it deems necessary, to enable it to exercise intelligently the powers reposed in it. And the failure of an institution to report within a reasonable time and in a satisfactory manner, shall justify the commission in withdrawing from an institution, so offending, its degree-conferring power.

10. Any institution which exercises the degree-conferring power contrary to the provisions hereinbefore set forth, shall forfeit its right to exist as an educational institution, and it shall be the duty of the law officers of the state to wind up its affairs. And the members of a board of trustees so offending shall be individually liable to fine, or imprisonment, or both, according to the discretion of the court.

The Association making the recommendations referred to, represents the colleges and secondary schools of Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska and Colorado.

The American Bar Association has also had this matter under consideration, and, at the meeting in Saratoga in 1898, unanimously adopted the following:

"Resolved, That the American Bar Association disapproves the policy which now generally prevails in the several states and which makes it possible for persons to organize law schools and confer degrees without reference to the length of the course of study or the qualifications required for admission and graduation of students, and that this association believes that the degree-conferring power should be subject to strict supervision, and

"Resolved further, That this association emphatically disapproves of the conferring by law schools of the Ph.D. degree, or any other than the strictly law degree."

It certainly is very significant that these representative and influential organizations are on record as unanimously in favor of state supervision of degree-conferring institutions. The time has arrived when the Illinois State Teachers' Association should take

similar action. But the evil of which we complain cannot be cured by simply passing resolutions. This Association should take active measures to secure from the legislature at its coming session the desired legislation. Let us adopt the recommendations made by the North Central Association of Colleges and Secondary Schools. Then let us set to work to have them embodied in the statutes of the commonwealth. This state is great in population, in manufactures and commerce, and in its educational institutions. It should be proud to place itself by the side of New York, Pennsylvania, and Massachusetts in safeguarding the interests of the higher education. It should no longer by its defective laws give occasion for the reproaches now made against its good name. It should make haste to remove this stain from its escutcheon.

Requirements for the Bachelor's Degree

BY

CHARLES W. DABNEY, Ph.D., LL.D.,
President of the University of Tennessee

No. 12.

REQUIREMENTS FOR
THE BACHELOR'S DEGREE
IN SOUTHERN COLLEGES

A REPORT PREPARED FOR THE ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS IN THE SOUTHERN STATES, READ AT THE MEETING AT ATHENS, GEORGIA, NOVEMBER 2, 1898

BY
CHARLES W. DABNEY, PH.D., LL.D.,
PRESIDENT OF THE UNIVERSITY OF TENNESSEE, AND PRESIDENT OF THE ASSOCIATION, 1899

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REQUIREMENTS FOR THE BACHELOR'S DEGREE

HAVING probably accomplished all that can be accomplished at the present time in elevating the standard of admission to the freshman class, it is believed that the association should next direct its attention to the requirements for academic degrees. It was doubtless with this view that our secretary has asked me to prepare a report upon the requirements for bachelor degrees in the colleges and universities in the territory covered by this association. It was proposed at first to investigate all the degrees given by southern institutions, but the field was so large and the time allowed so short, that I have confined this investigation to the B.A. and B.S. degrees.

First, let us get clearly in mind the object of all colleges and all college courses.

The end of *college* education is culture, the only preparation for worthy life, the life of the ordinary man, as the end of the *university* education is the training to think and investigate, the only preparation for the worthiest life, the life of leadership in the world of thought and of action. This idea of the liberal education is as old as civilization, and has been the purpose of all true schools and the hope of all good teachers since the world began. "Wisdom is the principal thing, therefore get wisdom; and with all thy getting get understanding. Exalt her and she shall promote thee: she shall bring thee to honor," said Solomon. Aristotle taught that "there is a certain education which our sons should receive, not as being practical and useful, not as indispensable, but as liberal and noble. The endeavor of nature is, not only that men may be able to engage in business rightly, but also to spend their leisure nobly. The right conduct of business and the noble employment of leisure are both requisite." The ancients believed as we do that a liberal education is good for all races and orders of men, in all times and places, and under all conditions. This idea Cicero has expanded in the oft-quoted passage: "Nam ceteræ, neque temporum sunt, nequc ætatum omnium neque locorum; at hæc studia adolescentiam alunt, senectutem oblectant, secundas res ornant, adversis perfugium ac solacium præbent, delectant domi, non impediunt foris, pernoctant nobiscum, peregrinantur, rusticantur."

We may differ as to the methods of giving the child a liberal edu-

cation — we have undoubtedly improved those methods and enlarged the scope of the liberal education since the days of Solomon, Aristotle, and Cicero — but scholars have never differed as to the objects aimed at as the foundation of a worthy life. The chief elements of the Greek system of education were æsthetic and physical culture, the cultivation of literary expression, and training in the rules of argumentation. Roman education emphasized the study of institutions and law. With the introduction of Christianity, this system was modified and improved in the direction of literary and religious culture. The Middle Ages witnessed a change in favor of the study of languages, literature, and a largely fictitious history; and for several centuries men gave themselves to a slavish study of manuscripts which contained, as they thought, all the wisdom of the world. It is only in modern times that we have learned to appreciate the book of nature and study it as the Creator intended we should. Few will now deny that a liberal education may be obtained by other methods than the study of Latin and Greek texts. Thus both the material and the methods of education change, but the ideal continues the same throughout all the ages. That ideal is today, as it always has been and always will be, a liberal education, the only preparation for the worthy life.

Men appreciated the value of the liberal education, and understood its methods, in part, at least, long before they had the slightest conception of its rationale. It was impossible for them to grasp this until that grand conception of modern science, the theory of evolution, came to illumine all our problems and direct all our methods. The doctrine of infancy in the human species has thrown a flood of light upon the rationale of education, and has explained both the necessity for and a value of, that course of training which we have tried to give our youth ever since the time of Solomon. "The doctrine of evolution teaches us to look upon the world around us — our art, our science, our literature, our institutions, and our religious life — as an integral part, indeed, as the essential part, of our environment; and it teaches us to look upon education as the plastic period of adapting and adjusting our self-acting organism to this vast series of hereditary acquisitions. So that while the child's first right and first duty is to adjust himself physiologically to his environment, to learn to walk, to use his hands, and to feed himself, to be physically independent, there still remains the great outer circle of education or culture, without contact with which no human being is really either man or woman. The child receives first, and in a short series of years, his animal inheritance; it

then remains for us in the period of education to see to it that he comes into his human inheritance. . . . . This period of adjustment constitutes, then, the period of education; and this period of adjustment must, as it seems to me, give us the basis for all educational theory and all educational practice, and it must at the same time provide us with our ideals."—*Butler.*

It is the object of this investigation to ascertain what our southern colleges are doing to impart this liberal culture, as distinguished from the technical or professional education, or the special training for research, which it is the duty of the university to give. Let us first fix our attention closely upon the objects aimed at, and see how our methods measure up to these ideals. Perhaps the noblest and completest description of the liberal education in modern literature is contained in this paragraph from that great master of evolution and education both, Huxley: "That man, I think, has had a liberal education whose body has been so trained in youth that it is the ready servant of his will, and does with ease and pleasure all that as a mechanism it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength and in smooth running order, ready, like a steam engine, to be turned to any kind of work and to spin the gossamers, as well as forge the anchors, of the mind; whose mind is stored with the knowledge of the great fundamental truths of nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions have been trained to come to heel by a vigorous will, the servant of a tender conscience; one who has learned to love all beauty, whether of nature or of art, to hate all vileness and to esteem others as himself."

This noble statement gives us the starting point for an analysis of the elements of the liberal education. First, the youth must have a body "so trained that it is the ready servant of his will, and does with ease and pleasure all that as a mechanism it is capable of." We know now that a knowledge of his physical nature, its structure, its organization, the laws of its development and health, and especially of those laws which control the working of the brain and the nervous system, is the most valuable knowledge the man can have. This implies also a knowledge of the effects of bodily habits upon mental states; of the laws of exercise, diet, and sleep, and of the right use of all those things that tend to produce that healthy body which the best support of the intellectual life. The Greeks gave a proper place to physical training in their system of education, but from their time to our own the physi-

cal education has been too much neglected. One of the most important questions we have to ask of our colleges is, What are you doing to build human "bodies which shall ever be the ready servant of the will and do with ease and pleasure all that as a mechanism they are capable of?" We regret to say that we have received a very unsatisfactory answer to this important question—so unsatisfactory an answer that we may as well say that very little is systematically done outside of a half dozen institutions—and drop the matter here.

Secondly, the making of the intellect, the building of the "clear, cold, logic engine, with all its parts of equal strength and in smooth running order." We give the youth this training chiefly by the study of mathematics and the physical sciences, and by training in logic and philosophy. How are we doing this?

Thirdly, we must give the youth a knowledge of his own tongue, its history, its laws, its idoms, and its capabilities. In these days it is necessary that he also have a knowledge of the tongues of several other peoples. In order to avail himself of the literature and art of the past and to make his own contribution to the thought of the future, he must, in fact, know all the methods of embodying thought and feeling. Language, the vehicle of thought, is absolutely essential, especially a mastery of the mother tongue. It is the crystal vial that contains all the potentiality of the living present, as literature is the sculptured urn that holds all the ashes of the dead past. These are not mere accomplishments; rightly viewed and used, they are an inspiration, a lesson, and a guide. Aside from their direct, or first uses, the languages are the most perfect educational polishing machines. In the gymnasium of the Latin and Greek, the mind, stripped like the athlete, brings many an intellectual muscle into play. Properly used, these studies exercise many faculties—observation, comparison, and analysis, as well as memory, imagination, and taste. Through them the youthful mind grows to robust manhood, so that he who was but a stripling of a freshman finds himself an intellectual Hercules when a senior.

Fourthly, we must store the mind with the knowledge of nature and her laws, while we fill the heart with the love of her. It is a trite saying that the Creator has given us two books to study—the book of Revelation and the book of Nature. But we cannot express it better. The book of Nature is laid out open before the child everywhere for the purpose of developing his senses and teaching him law and beauty. Nature study is the joy and inspiration of the young, the comfort and

recreation of the old; it brings us some of the most useful knowledge we ever get, trains the perceptive powers to habits of accurate and discriminating observation, and develops the reason and the judgment.

Fifthly, the liberally educated man must have a knowledge of the experiences and opinions of his ancestors as expressed in their institutions and laws. He must know all the sad and wearisome steps by which man has marched from savagery to civilization, from the darkness toward the light. So we come to sociology, the science of sciences, in the light of whose teachings, we optimists believe, man is to march through the deserts and the wildernesses into the promised land, which hope has ever held before our race, and which is the object of all our striving. For this Heaven the whole race is being educated; for races have their periods of infancy, youth, manhood, and old age, as well as individual men; and this world was made to be the home, the school, and the training ground of our human kind, so that, at least, we might all enter into this estate of perfect knowledge, perfect peace, and perfect joy.

Sixthly, and, finally, the moral and religious nature must be developed—"the passion trained to come to heel by a vigorous will, the servant of a tender conscience." Better not educate the man at all than sharpen all his powers and then leave him without a conscience to direct him. Conscience is the guardian of the man, and righteousness is the teacher of conscience. Righteousness is the finishing touch to the picture, the final tempering of the tool, the governor of the engine, the compass of the ship. What is man worth without a "tender conscience?" What is education worth without righteousness? Just as much as the picture without the finishing touch, the tool without temper, the engine without governor, the ship without compass.

Let us see, now, how our southern colleges are planning to give their students this sixfold training which we call the liberal education. In order to conform to the language of the catalogues, we will group the various subjects of instruction together under the following heads:

First, the English language—the mother tongue—and its literature.

Second, other languages and their literatures, especially the glorious Latin and Greek, and the French and the German—and, must we not now say, Spanish?

Third, the mathematics.

Fourth, the natural sciences; divided into the experimental sciences, physics, and chemistry, and the descriptive sciences, botany, and biology.

Fifth, history and political science.

Sixth, philosophy.

Seventh, physical culture and all that contributes thereto.

Eighth, moral and righteous training. Moral training must, of course, be given with and through all of these. It is too spiritual to be described and measured as we describe and measure the others, and must, therefore, be left to be understood.

The courses of study presented in the catalogues of some fifty colleges and universities in our territory have been examined and analyzed, and the results classified and measured in accordance with the plan used in our best institutions; that is, the work required in the different subjects has been reduced to the number of hours of recitations and lectures in the annual session. The number of written exercises, themes, or reports, required to be prepared outside recitation hours were noted wherever possible. The amount of parallel reading required was also noted. The minimum amount of laboratory work required was ascertained, each unit representing two hours. In the accompanying tables, the first figures under each head represent the number of hours of recitations or lectures. W. stands for regular written exercises, themes, or reports, and the figures following express the number of them required. P. stands for parallel reading, and the figures following mean the number of pages. L. stands for laboratory work, and the figures represent the number of two-hour periods. Where sciences are taught in the laboratory (as they should be), this laboratory work is included with the recitations and lectures, two hours being reckoned as one. Where the instruction is in part by lectures and in part by recitation, the amount of laboratory work required is given in parenthesis. The work in languages and literature is given under three heads: the English language and literature, the ancient languages and their literature, the modern languages and their literature; and the total of these is given in the next column. Pure mathematics has a column to itself. Experimental sciences and descriptive sciences are given in separate columns, and the total work bestowed upon mathematics and sciences is given in the next column. History and political science are given in one column, philosophy in another, and these two added together in a third. A column is devoted to physical culture, including military drill and similar exercises. Another column gives the total number of hours required in the entire course for B.A. or B.S. The first figures in this case express the total number of hours required in the course; the second figure

the number of hours of prescribed studies; and the third the number of hours of elective studies. The word "thesis" in this column means that an original thesis or dissertation is required in addition to the foregoing work. The last column gives the average number of hours per week of recitation, lecture, and laboratory work for the entire course (two laboratory equal to one of recitation). Accompanying this paper is only one of the large tables. This gives in one group the requirements for the degree of Bachelor of Arts in the eight colleges and universities belonging to the Association of Colleges and Preparatory Schools in the Southern States. For the purpose of comparison we have added at the bottom of this table the work required for the B.A. at Yale. The second group in the table gives the requirements for the degree of B.A. in twelve of the best colleges and universities in the territory having nearly the same entrance and graduation requirements as the colleges belonging to this association. It has not been possible, in the case of some of the institutions having the "Group system," to distribute the work required into all of the columns; but the distribution has been carried as far as possible, and the "Group" distribution is given wherever it was impossible to carry it further.

The figures without initials before them represent the total number of hours in the annual session. For example, if a study is scheduled for three hours a week for a term of twelve weeks, the gross number of thirty-six hours is included. If a subject is scheduled for three hours a week for forty weeks, 120 hours are put down. No effort has been made to eliminate the holidays or periods devoted to examinations. It is believed that the deduction for holidays and examinations would be approximately equal for all institutions.

The announcements or catalogues give in most cases fairly definite statements with regard to the subjects taught and the number of hours devoted to recitations and lectures. The majority of them are very indefinite, however, with regard to the number of written exercises, themes, or reports, and the amount of parallel reading required. Very few state exactly how much laboratory work is required, though the majority mention it in connection with the sciences. Statements with regard to the work in history and philosophy are less definite than those with regard to the work in mathematics and languages. The work required in physical culture is rarely defined at all, even in institutions known to have good equipment. We would urge all institutions to be more definite in their statements of all these matters.

In some institutions, where the rule is to give perfect freedom of election, it has been impossible to ascertain what the requirements for B.A. are. To illustrate, one institution merely requires that the student shall have finished twenty units, one unit being a three-hour course running through the session of forty weeks, or the equivalent made up from shorter courses, making a total of 2400 hours for the degree. Only a few studies amounting to two or three units are prescribed. Such an institution has no course whatever for the B.A. degree. The elective system is one thing; to give absolute freedom of election without system is a very different thing. The majority of our institutions give the student some freedom of election within "groups," and prescribe a certain order of studies. Such requirements are logical and have been included. To give the kind of undergraduates we get in the South the privilege to elect all their studies without regard to "group" or order of study, is contrary to every principle of education. In such extreme cases no B.A. requirements could be stated.

Examining the first group in the table (institutions in the Southern College Association), we find that they all require from one to three years' work in English, from two to four years' work in ancient language, and one to three years' work in pure mathematics. They all require some science, but the requirements in sciences and philosophy vary more widely. The following table, giving the number of hours positively prescribed in the different subjects, and the average total number of hours, and hours per week for the eight colleges in this association, shows how the requirements vary in the different institutions:

WORK PRESCRIBED BY COLLEGES IN SOUTHERN ASSOCIATION FOR B.A. DEGREE

	Highest, hours	Lowest, hours	Average for these colleges hours
On English and literature, -	Univ. So. Course A. 380	Wash. & Lee. 120	260
On ancient languages and literature, - - - -	Univ. So. Course A. 880	Univ. Tenn. 280	563
On the total of prescribed languages and literature, -	Vanderbilt and Univ. Miss. 1120	Wash. & Lee. 620	1090

Double lines are drawn between the three great groups of studies: Languages and Literature; Mathematics and Sciences; and History, Political Science, and Philosophy. When the number in column of totals of each group exceeds sum of numbers in preceding columns, the difference in hours is to be elected in the group.

Figures = Hours recitations or lectures, including laboratory 2 = 1, in work prescribed only. **W** = Regular written exercises, themes or reports; figures following = number required in course. **P.** = Parallel reading, figures = pages. **L.** = Regular laboratory periods. 1 **L.** = 2 hours. Physical culture is reported by so few that it is omitted from totals.

I. INSTITUTIONS IN THE SOUTHERN COLLEGE ASSOCIATION HAVING THE SAME MINIMUM ENTRANCE REQUIREMENTS*

Name / Weeks in Session	Languages and Literature				Mathematics and Sciences				History, Political Science and Philosophy			Military Drill and Physical Culture	Hours* Required in 4 Years' Thesis	Hours Per Week Average
	English	Ancient	Modern	Total Lit. and Lang.	Math.	Experimental	Descriptive	Total Math. and Sciences	History and Political Sciences	Philosophy	Total History and Philosophy			
Vanderbilt 40 weeks	240 W. 60 P. 2500 p.	640 W. 40 P.	240 W. P.	1120 W. 100 P.	160	240 (L. 120)	Elective L.	400? (L. 120)	80 W. P.	120 P.	200	Gym. required 120	2560 Prescribed, 1720 Elective, 840	16
University of North Carolina, 40 weeks	240 W. P.	440 W. P.	120 W. P.	800 W. P.	320	120 L.	120 L.	560	120 W. P.	120 W. P.	240		2560 Thesis Prescribed, 1600 Elective, 960	16
Davidson College 40 weeks	160	560 W. P.	W.	720 W. P.	320	160		480	200		200		2600 Prescribed 2000? Elective 600	16
University of Georgia 40 weeks	340 W. 24	600 W. P.	W. P. Elective	1300 or 1420 W. P.	440	380 L.	256 L.	1076	360 W.	200	560 W.		2936 or 3056 All prescribed	18.5 or 19
Central University (Ky.) 38 weeks	408 W. 38	798 W. P.		1206 W. P.	314	294	97	705	228	304	532		2671 Prescribed 2443 Elective 228	17
Wofford (Course A) 38 weeks	456	760		1216	380	190	228	798	114	152	266	Phys. Cul. 12	2280 All prescribed	15
Arkansas Industrial Univ. 40 weeks	280 W. 50 P.	1000 W. P.	W.	1280	200	120 L. 40	120 L.	440	Elective W. P.	Elective L.	Elective	Military drill required	2400 Prescribed 1720 Elective 680	15
Tulane University 40 weeks	372 W. 42	936 W.	384 W.	1692 W.	216	240 L. 96	L. Elective	456	480	120	600		2748 All prescribed	17
Average	298	632	283	1062	295	257	178	716	231	174	380		2478	16

* This association prescribes the following minimum requirements for admission to college: In English: Requirements of the Association of Schools and Colleges in the Middle States and Maryland; United States History and General Geography; Arithmetic, and Algebra through quadratics; or Algebra through quadratics and two books of Plane Geometry; four books of Cæsar, four books of Horace or Cicero, or their equivalent, accompanied by work in grammar and prose composition; three books of Xenophon's Anabasis, or an equivalent, with accompanying work in grammar and prose composition; examinations in History, geography, and English are required of all; those in Latin, Greek, and mathematics are required of all expecting to continue these studies.

	Highest, hours	Lowest, hours	Average for these colleges hours
On pure mathematics, - -	Univ. So. 360	Vanderbilt. 160	282
On experimental sciences, -	Univ. Miss. 400	Univ. So. 60	229
On descriptive sciences, -	Univ. Tenn. 440	Several none	226
On total in mathematics and sciences, - - - -	Univ. Tenn. 1240	Vanderbilt. 360	626
On history and political science and philosophy, -	Trinity. 600	Vanderbilt. 200	364
Total required for degree, -	Univ. Tenn. 2970	Wash. & Lee 2180	2611
Total positively prescribed,	Univ. Miss. 2160 out of 2800	Univ. N. C. 1600 out of 2560	
Average per week for whole course, - - - - -	Univ. Tenn. 18½	Wash. & Lee 13½	16½

The requirements of the second group of institutions do not differ greatly from the above, with the exception of the University of Virginia, which requires a total of only 1380 hours, 1140 of which are prescribed and 240 elective, against a total of 2478 for all the institutions of this group. The methods of the University of Virginia are so different from those of other institutions that they can hardly be compared. No order of studies is prescribed. It requires at the present time, however, a definite amount of work in each one of the seven groups which have been inserted in the table.

We have also tabulated the courses offered by some thirty other institutions, denominational colleges, agricultural and mechanical colleges, and miscellaneous institutions. There is not space to present the results. The important points learned from them will be noticed below.

Further discussion of the data contained in the tables is unnecessary. They will repay careful study, and each reader will draw his own conclusions.

Some of the institutions giving great freedom of election object to this plan of measuring the work done in hours of lectures, recitations, laboratory work, etc., on the ground that time is not an important factor in their requirements. With them the student is given

his degree whenever he can pass the required examinations, whether he has attended one year or ten, and taken 600 hours, or even 6000, of recitation and laboratory work in the institution. If we cannot measure our requirements in hours of lectures, recitations, and laboratory work, and in numbers of written reports and pages of parallel reading, how shall we measure them at all? Their plan is opposed alike to the best experience of the oldest schools and the surest teachings of modern science. Carried out to its conclusion, it means that neither time nor environment, residence in a community of scholars, daily contact with learned professors, or regular work in libraries and laboratories, count for anything in education. These things may be stimuli or helps, but they are not necessary. Do these institutions mean to tell their students that these things are really not necessary, and that they might as well take their books and apparatus home and do their work there and come up to the university for examinations? It is universally agreed, now, that examinations are no adequate test of culture, even if they are a test of information acquired. As time is a great, if not the most essential, factor of evolution, so it is the most important factor in education, and the most essential part of the environment of culture is the people we meet, the books we read, and the things we see and work with. To deny that we can measure our requirements in time or estimate the educational value of our institutions by taking an inventory of their professors, libraries, laboratories, etc., is to remove the foundations of our system of education.

We have also prepared a similar table showing the requirements for the B.S. degrees in our colleges. The effort was carried far enough to show very clearly that nothing more could be learned from the investigation beyond the fact that our colleges have extremely indefinite, and widely varying views with regard to the meaning of the B.S. degrees. In the best institutions the B.S. course is one in which the sciences and modern languages have the leading place. In the majority, however, the course for B.S. is a hotchpotch of whatever the college has to offer outside of the ancient languages. For this reason, we will not burden this paper with this table or any discussion of it.

RECOMMENDATIONS

It is with great hesitation that I submit some general conclusions and recommendations for the consideration of this association. Believing that a set of propositions is necessary in order to start the discussion, which, it is hoped, will lead to the adoption of certain fixed

principles regulating the requirements for academic degrees in the institutions belonging to this association, I make the following suggestions:

It is impossible for me to give in detail all the reasons for these conclusions and recommendations, though they are drawn from the study I have made and are based upon the facts ascertained. I cannot present all the data used in any number of tables, although I have with me some fifty sheets. representing the courses in as many different institutions, which I hope members will examine and criticise.

I believe that the conditions existing in the southern colleges whose published catalogues and reports have been studied justify me in proposing that this association consider definite action upon the following points:

First. Abolish all academic degrees excepting the B.A. and possibly the B.S. The first thing that impresses one in looking over the lists of degrees given by these institutions, is the fertility of the imagination and the inventive powers of their faculties as displayed in the multiplication of degrees and courses of study. As a rule, the smaller the colleges and the more limited their faculties, the more numerous are the courses of study and the degrees offered. Among bachelors degrees we find Bachelor of Arts, of sciences, of philosophy, of letters, of pedagogics, and of literature; not to speak of Bachelors of Agriculture, scientific agriculture, civil, mining, and electrical engineering, of mechanic arts; of veterinary science, and even of domestic science—whatever that is—which probably do not belong to our field. Confining ourselves to the degrees supposed to represent the liberal education, we should give only those which have some real significance. Under this rule, we should certainly eliminate the degree of Bachelor of Philosophy, which students usually consider the "consolation prize," in horse-racing parlance, to be awarded to him who cannot get anything better. So I fail to see that the degree of Bachelor of Letters or of Bachelor of Literature has any significance in these colleges different from that of Bachelor of Arts.

Second. The association should denounce in unmeasured terms the practice of some colleges of giving honorary academic degrees. It is bad enough to give hononary A.M.'s and Ph.D.'s, which should be earned graduate university degrees, awarded only for the highest attainments in certain special studies and upon evidence of ability to conduct independent research, and tested by a course of several years, based upon a liberal education. But it is an intolerable outrage to give honorary

bachelor degrees, because this practice strikes at the very foundation of the liberal education. No self-respecting man will have a B.A. or B.S. degree if we give them away for nothing.

Third. Let us agree upon certain general requirements for the bachelor degrees that we do give, and make them signify something. Basing my suggestions upon the average requirements of our more reputable institutions and seeking to make them what they can do best, I would suggest for the B.A. degree the following program:

A course of study, based upon the present requirements of this association for admission to the freshman class, covering not less than three years for the best prepared and brightest students, but requiring four years of the averge student, aggregating a total of at least 2400 hours of recitations, lectures, and laboratory work (counting two hours of laboratory work for each one of lecture or recitation), distributed among the four great groups of studies in approximately the following proportions:

1. Languages and literature, about 960 hours, including 240 hours of the English language and literature, 240 hours in one ancient language, at least, with weekly written work and parallel reading in both; the remainder to be made up from the other ancient and modern languages.

2. Pure mathematics, at least 240 hours, covering advanced algebra, plane and solid geometry, and plane trigonometry.

3. The natural sciences, at least 480 hours, divided between one experimental science and one descriptive science, with regular laboratory work. Our southern preparatory schools do little in the natural sciences, and this makes it necessary to give considerable time to their study in the college course. This has always been the weakest place in our southern colleges, and in many of them the sciences are still wretchedly taught.

4. History, political science, and philosophy, 240 hours, two years' study in some department of history, or one year each in history and philosophy, with written reports and parallel reading.

This leaves 480 hours to be elected. I would recommend that the studies for the first two years be prescribed for the most part, and their order fixed; in other words, that the electives be confined chiefly to the last two years of the course. We should insist upon a logical order of studies during the entire course. The so-called elective system, as I have suggested above, has done as much as anything else to degrade the bachelor degrees in our colleges. It is absurd to talk about a

seventeen-year-old boy electing for himself a course of liberal education, and it is even more absurd to permit him to take the course he elects in any order he may choose. An *à la carte* dinner is a sufficiently dangerous thing for the infant when eaten in proper order and manner; we would think it a crime to let the child eat his ice and soup, his cheese and his roast, his salad and his entreès all at the same time or in any order that might strike his fancy. This is exactly what happens in a good many of our so-called southern universities with elective courses. We should allow no elections on the part of students which prevent a proper distribution of work among the four great groups of subjects named above, and should see to it that the work is undertaken in proper order and done in a proper manner. At present I fear that it is true of us, as a recent writer has said, that "a B.A. is as meaningless an abbreviation as one can find." The B.A. used to be considered a license to teach the common, literary branches. If it has lost this significance, is it not the fault of our institutions? How shall we make it mean something again? Only by agreeing among ourselves what it shall stand for, and then enforcing that standard by every fair means possible. We can restore the Bachelor of Arts to his profession as teacher only by making the degree represent a definite amount of discipline and culture, as proposed above. In order to be sure of this, it will be absolutely requisite in addition that the candidate should pursue these studies in proper order and in a systematic way, in a public institution, under competent teachers, for a definite and fixed length of time, and finally be promoted upon examinations whose results should be recorded and certified by a diploma. This means that we must agree among ourselves what institutions are worthy of recognition, and then cultivate among graduates the habit of attaching the name of their institution to their degree.

Fourth. We should distinguish sharply between technical and professional degrees in the B.A., and especially between these degrees and the B.S. If we adopt the above course for the B.A. degree, then the B.S. degree should make mathematics and experimental and descriptive sciences the chief things; allowing, say, 360 hours for pure mathematics and 840 hours for the sciences, including a proper amount of laboratory work. We should require in addition at least 240 hours of English language and literature; 240 hours of a modern language; and 240 hours of history and philosophy, leaving about 480 hours to be elected. Again, the work of the first two years should be largely prescribed, and the order of studies laid down, and elective work

reserved for the last two years. In addition to the 2400 hours required for the B.A. and the B.S. degree, there should in all cases be required a systematic course in physical culture, including instruction in regard to diet, clothing, sleep, and the methods of preserving the health and keeping one's self in condition for the highest intellectual life. Our experience teaches us that no subjects are of greater importance to the success of the student, and that none are more sadly neglected, indeed, both in the homes and in the schools.

In conclusion, it must be apparent that our association can render no better service than by making the bachelor degrees of our colleges signify something definite in the way of discipline and culture. Our stronger institutions need to have their work straightened out and leveled up, and the weaker ones need our assistance. Will not the institutions of this association set an example by adoping a definite plan of work leading to bachelor degrees, and by adopting definite rules with regard to the requirements for these degrees, which will make them *mean something*, and then go to work to enforce these rules with all the strength they have? The medical colleges have organized associations, whose objects are, the establishment of fixed requirements for the degree of doctor of medicine. Has not the time come for an association of academic institutions which shall fix the requirements for our ordinary college degrees, and thus put a liberal education upon a sound basis?

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UNIVERSITY OF TENNESSEE,
Knoxville, Tenn.

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

The Duties of the State and City to Higher Education.

ADDRESS BY

MISS M. CAREY THOMAS,

PRESIDENT OF BRYN MAWR COLLEGE,

AT A MEETING OF THE

DEPARTMENT OF EDUCATION, CIVIC CLUB,

FEBRUARY 2, 1895.

I have been asked by the Chairman of the Educational Section of the Civic Club to say a few words on the question of the right of the general state or municipal government to tax the people for the support of higher education.

The right rests, it seems to me, on a few very simple principles, and has been more generally admitted in other countries than many of us in Pennsylvania seem to remember.

In the first place, it is clear that the right and the duty of the community as a whole is to pursue the welfare of the community as a whole; and nothing is so much to the advantage of the whole community as to educate the best qualities of all its citizens. Whoever seems for the moment to profit most by the opportunity to make the best of himself or herself, in the end every one is benefited. "It is not so much to our neighbor's interest as to our own that we love him," was said by a wise man. It is not so much to our neighbor's interest as to our own that we educate him.

If we believe, even in a modified way, in the somewhat Utopian

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clause of the Declaration of Independence, to the effect that all men are created equal, we must believe in free higher education; for unless the poor man's child, as well as the rich man's child, can obtain primary, secondary, and higher education, you do what in you lies to make him forever unequal, with an inequality beside which inequality of wealth or of position is insignificant; you take from him the possibility of raising himself, since, in an immense majority of cases, unless the State provide this education, it is forever beyond his reach.

Indeed, all civilized countries are substantially agreed that it is the duty of the State to educate its citizens, either free of charge or at a nominal expense. Italy, Spain, Russia, France, and Germany,—in short, all continental countries,—make large grants out of public funds for the support of schools and universities, and Germany in particular has raised herself to the front rank of civilized countries and has distanced America, by her great system of compulsory primary and grammar school education, and by her magnificent network of high schools, colleges, and universities supported by the State. In England, although primary education in the so-called Board Schools has been practically free, the great secondary schools, like Eton and Harrow and Rugby, as well as the many free scholarships and exhibitions at the universities, are for the most part accessible to the rich only; but a Royal Commission is now sitting, after having obtained exhaustive information in regard to our American high schools and colleges and in regard to continental methods, to draft a comprehensive scheme for higher education supported by the Government. Scotland with its handful of people has through education wielded an influence in Church and State, and in intellectual matters, out of all proportion to its numbers, because, from the time when Knox established the free Parish Schools, some three hundred years ago, to the present day, elementary education, and the higher education of the Scotch universities, which combine in one our high school and our college, have been free to poor and rich alike.

A democracy without education is indeed a ship without a rudder. John Stuart Mill says in one of his addresses that "government and civil society are the most complicated of all subjects accessible to the human mind; and he who would deal competently with them as a thinker, and not as a blind follower of a party, requires not only a general knowledge of the leading facts of life, both moral and material,

but an understanding exercised and disciplined in the principles and rules of sound thinking up to a point which neither the experience of life nor any one science or branch of knowledge affords." In a word, the voter, the citizen, needs first of all a liberal education, and the government that gives the ballot with one hand and with the other hand closes the high school and the college to poor men, is doomed to extinction. This has been recognized by many of the states of our United States: most of the newer states of the West support great state universities as the key-stone of their public school systems. And the founders of our nation, the first presidents of the United States,—George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, John Quincy Adams,—and a long line of distinguished statesmen, have thought that it was the duty of the national government to establish in Washington a national university for the training in graduate study and research of the citizens of the United States. This project has lately been revived by Congress, and certainly deserves the investigation and, I think, the support of the Educational Section of the Civic Club.

If we believe that it is the duty of the government to support primary and grammar schools, the question as to the duty of the government towards higher education is, I think, answered, for such schools presuppose the higher schools which should instruct and train teachers for the elementary schools.

This is true if the primary and grammar school education is to be worthy of the name; and just here lies, to my thinking, the open secret of the dissatisfaction so often felt with our public school system, and of the criticism so often made, that it unfits the boy or girl for after life. Our primary, grammar, high and normal school education has not been education in the true sense. "For myself," said Spinoza, "I am certain that the good of human life cannot be in the possession of things which for one man to possess is for the rest to lose, but rather in the things which all can possess alike, and where one man's wealth promotes his neighbor's." And education, the power to understand, to think, to enjoy, is the one good of life that all can possess alike, the good that should, as far as possible, be given by the common school; yet instead the child is taught his arithmetic and grammar and history and geography in a way that makes them exercises of the memory. He learns facts rather than how such facts are attained, results rather than

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methods, ready-made opinions rather than how to think. And why is this the miserable result we so often attain in our elementary schools? Because the teacher of children more even than the teacher of adults is in need himself of the broadest training, the broadest at least that the high and the normal school can afford, instead of, as at present, the meagre training of the grammar school itself. It is a truism that the teacher must know far more than he is expected to teach; he must sift and elucidate principles and methods for the child to whom he is to open the world of thought; and for this, first the widest knowledge, then the best of training in exposition and in the art of teaching is necessary. In this country, until recently, we have misunderstood the whole matter. Teaching is a profession, not a makeshift for the boy of eighteen or nineteen to get the funds wherewith to study law or medicine, or to enter college; nor is it a means of support for the girl or woman whose parents are barely able to clothe her through her crowded primary and grammar school course, during which she is taught by teachers as lacking in culture and knowledge as she will herself be in her turn. Let us make education free to all, compulsory on all, but let us reserve the position of teacher for those who can educate and humanize and enlighten the children under their charge. It would be far cheaper in the end for the State to give, gratis if need be, the same pittance it now pays to thousands of women in the elementary schools, a pittance bestowed apparently for the sake of keeping body and soul together, and to send to college, free of expense, the few boys who now, by unfair discrimination in salary and in position, are decoyed into the lower schools, and whose aim in teaching in them, one likes to think, may be to obtain an education in the future. It would be cheaper in the long run to provide thus for the needs of both these classes of teachers, and then to fill these same schools with men and women with a professional education such as is required in other learned professions, and to pay such competent teachers, whether men or women, a living wage. Then in America as in other countries well trained men as well as well trained women would compete for these positions.

Three rules, I think, should be adopted—first, that every primary and grammar school teacher shall have been trained first in a properly organized high school, and then in a normal school or in a school of pedagogy suited to modern requirements; second, that every high school teacher shall have been trained first in a college of good

standing, and then in a school of pedagogy or in a properly organized normal school; and, third, that no teacher should receive a permanent appointment in any lower or higher school unless in a year's practice under the eyes of skilled judges he have proved himself competent to teach.

Such changes presuppose great changes in our high schools and our normal schools and in educated public opinion, but not greater than have taken place in a short space of time. In the past twenty years the teaching in our colleges and universities has been transformed by the better methods and by the new life and the new scholarship brought back from German universities. There is still much to be done, but a revolution has already taken place And the new education is abroad in the land, and must of necessity reform and transform the high school and the normal school, and through them the whole public school system. The cost of such reform is the least of all possible objections, for far more money is lavished by the state and the city on objects that do not, like the education of all its citizens, concern all its members, and that do not, like this, engage the sympathies of the thoughtful and educated people by whom taxes are paid.

Here in Philadelphia a beginning of such a reform has been made. The separation of the Girls' High School and Normal School is an immense step in advance. The High School has been placed under the direction of a competent head master, and now, for the first time in the history of Philadelphia, fits girls, by a four years' course, for college, giving, in addition, two other and more general courses. Three years' work in the High School admits to the Normal School. The classical course of the High School, as recently laid down by Dr. Wight, with its four-fold language work in English, Latin, French, and German, its mathematics, its science, and history, is, I believe, equal to any in the country. It only remains for Dr. Wight to receive the support of the public and of the Civic Club in securing from the Committee of the High School the highly trained teachers he will need for this work.

At the World's Fair in 1893, Dr. Brooks, Superintendent of the Public Schools of Philadelphia, speaking before the International Congress of Education, stated that he was about organizing in Philadelphia an ideal Normal School, ideal because the pupils that entered

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were to be fully prepared in scholastic branches by the new Girls' High School, so that the training of the Normal School should be exclusively professional.

Here, it seemed, was an opportunity to bring Philadelphia into the front rank of the new educational movement, for the curse of the American Normal School has been the necessity it has been under of itself providing academic training. The whole normal school movement is a new one, originating in France in 1794. At this date there was opened in Paris the great École Normale Supérieure for training graduates of the University to become teachers in the lyceums of France, and from this time France has taken the lead in normal training.

In 1881 there was opened at St. Cloud the famous Normal School for training men as teachers for the normal schools, and in 1883 a similar normal school for training women for like positions. 9,000,000 francs, or nearly $2,000,000, was appropriated in 1892 by the French Republic for the support of the Normal Schools. These schools are the model Normal Schools of the world.

There is now in New York City, founded in great part by the devoted efforts of Miss Grace Dodge, who, while working on the New York School Board, saw the need for such an institution, the only purely professional training school for teachers corresponding in any way to the great French Schools. This Teachers' College has within a few months been incorporated as one of the departments of Columbia College.

If Dr. Brooks and Professor Cliff had had free scope they would doubtless have established in Philadelphia such a professional school as the New York Teachers' College, or—for Philadelphia and the State of Pennsylvania are great enough to support such an institution—as the great normal schools of Paris and St. Cloud. But instead it is with bitter regret that every Philadelphian sees the organization of the new Normal School. The science of pedagogy is a new science, it dates from within twenty years—more accurately, from within ten years—and the teachers for Philadelphia's new school of pedagogy should have been trained in the new science of teaching abroad and at home, so that the new life could have permeated every primary and grammar school in Pennsylvania. Instead, the teachers of the Normal School are, in great part, the former teachers of the old Girls' High

and Normal Schools, who have been years in the service, and who began to teach before the science of pedagogy was born. It is the plain duty of the Educational Section of the Civic Club to coöperate in every way with Dr. Brooks, until the Normal School becomes the ideal Normal School whose birth he announced to the educators of every country at the World's Fair.

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Principles of School Taxation

CHARLES BARTLETT DYKE

PUBLIC SCHOOL maintenance in the United States has become in recent years the greatest single item of public expenditure. It exceeds the entire receipts (1898) from customs by over thirty millions of dollars and those from internal revenue by nine millions. The Commissioner of Education reports (1897–'98) the total expenditure for public schools at $194,020,470. During the present school year we shall expend over $200,000,000. Twenty-seven years ago the total expenditure was $69,107,612, or about one third of the present expenditure. In the last thirty years the total population and school population have both doubled, while the school revenues have increased three-fold. In 1870–'71 the total expenditure per capita of population was $1.75, while in 1897–'98 it amounted to $2.67, indicating that the increase of expenditure for public education has more than kept pace with the increase of population. Nor is this true of one locality to the exclusion of others: the South Atlantic States have increased their per capita expenditure 92.1 per cent; the Western States, 68.8 per cent; the North Atlantic States, 57.5 per cent; the North Central States, 42 per cent; and the South Central States 41.1 per cent.

Notwithstanding this enormous and increasing expenditure for public education, the school revenues are still inadequate. This is especially noticeable in the Southern States. While the Northern and Western States raise annually from $10 to $16 for each child between five and eighteen years of age, the Southern States raise from $3 to $4 per child. The average annual salary of teachers (1896–'97) in North Carolina, Alabama, and Oklahoma is less than $100; and in Virginia, West Virginia, South Carolina, Georgia, Tennessee, Mississippi, and Arkansas, it is less than $175. The plea is for better teachers, for professionally trained teachers throughout the country and especially

1. For a more general and more thorough discussion of this subject, see *The Economic Aspect of Teachers' Salaries.* MACMILLAN, New York, 1899.

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in the South. In no part of the country has there been so brave a struggle against such fearful odds as in the Southern States. Normal schools, summer schools, and teachers' institutes have been established and strengthened, and, as has been said, within the last thirty years their per capita expenditure for education has been increased very greatly. But can we expect much professional spirit, or can we expect to attract into the teaching profession the best talent for $100 or $175 a year? We are forced to the conclusion of State Superintendent James M. Carlisle of Texas, "An improvement in the common schools is, and must ever be, a question of finance."

I. The principle is established that the State is responsible for the education of its youth to a point that will save them from poverty and vice, and fit them for social and civil duties; and that the whole wealth of the state shall be available for that purpose; hence the right of the state to impose a tax for the education of its children, rich and poor alike.

With the ever increasing school population and needs of education there is little danger that school taxation will be diminished. The question, as stated or implied by nearly every state school commissioner in the South is, How shall the public school revenues be made to increase in proportion to the increasing school population and the increasing needs of popular education? This question is fundamental to all public education, and is the most serious educational question that the Southern States are required to answer.

State Superintendent C. H. Mebane of South Carolina is introducing the special township tax made optional by the law of 1897, and recommends a tax on the gross earnings of railroads. State Superintendent John O. Turner of Alabama recommends local taxation by districts, townships, or counties, to be made optional by popular vote. State Superintendent John M. Carlisle of Texas, in his report for 1895-'96, makes a masterly plea for an increase of public school revenues by a more liberal state, county, and district tax. State School Commissioner G. R. Glenn of Georgia maintains that the legislature should insist that each county in the state receiving state aid should levy a local tax for at least one fourth of the amount that the state provides, —to be levied by districts or by counties.

The school tax rate is fixed either by the state constitution or by legislative statute. As the total assessed valuation of property increases, the amount derived from taxes increases. But this rate of increase bears no necessary relation to the rate of increase of school population. In the South with its few large cities and its large Negro families, the school population increases much the faster; hence, thero is necessary a periodical plea by the state school commissioners to increase the school funds.

This difficulty can be avoided without bringing too great a burden upon the tax payers by changing the method of fixing the school tax rate. The tax rate should not be fixed for a term of years, but

should be determined each year on the basis of the number of schools in the state, or by the school population. Each school or child of school age should be allowed a certain sum of money, and this total amount should determine the rate to be levied on the property valuation for school purposes. This plan has been tried with success in Oregon, New Jersey, and California. Oregon levies no state school tax. In each county the county court levies a tax on all taxable property aggregating at least as much per capita of the school population as did the school tax of that county for the year 1892. The rate of taxation is thus determined by the school population, and varies from year to year as the school population changes. New Jersey has adopted the same method by levying a state tax on real and personal property equal to $5 for each child in the state between the ages of five and eighteen. These states offer a principle of school taxation worthy the consideration of every state legislature in the country.

II. We have stated that all the property of the state should be available for taxation to support public education. But should the school tax be levied on the whole state as a taxing unit, or should the principal revenues be derived from local tax levies on the property of the county, the district, the township, the city? The following table shows the percentage of school revenues raised from each of the taxing units in the Southern States so far as this can be obtained from the state school reports. The percentages are calculated on the basis of the amount of money actually raised for the year indicated. The balance from the previous year is deducted.

PER CENT OF REVENUES RAISED FROM EACH TAXING UNIT

State	Year Ending	State §	County	Township	District	City ¶	Other Sources	Total Local Revenue
Maryland	'98	26.5	73.5					73.5
Virginia	'97	52.5	14.4		33.1			47.5
West Virginia	'96	17.3			52.7*			82.7
Georgia	'98	75.0	10.8†			14.2		25.0
Florida	'96	19.1	71.8				9.1	71.8
Kentucky	'97	59.7	3.3		11.2	25.8		30.3
Alabama	'98	73.5	25.5‡			1.0		26.5
Texas	'96	66.5	8.8		5.7	15.2	3.8	29.7
Arkansas	'98	26.6			70.8		2.6	70.8

§ Includes income from state funds and state taxes. ¶ Not often reported separately.
* Includes city taxes. † County tax in three counties. ‡ Poll taxes.

Five of these nine Southern States raised over 50 per cent of their school revenues from the income of state funds and state taxes: Texas, 65.6 per cent; Alabama, 73.5 per cent; and Georgia, 75 per

cent. On the other hand Maryland and Florida raised over 70 per cent of their school funds from county taxes, and West Virginia and Arkansas over 70 per cent from district taxes.

The principal arguments in favor of the state as a unit of taxation are, equalization of the burden of taxation, and the possibility with proper apportionment, of maintaining a uniform standard of educational efficiency throughout the state. If the ratio of population to wealth were the same in all parts of the state, it would make no difference whether the school tax were levied upon large areas or small ones. But this is not the case. The cities are centers of both population and wealth. But their wealth increases much more rapidly than their population. Most of the large fortunes of this country are made either in the cities or tend to flow into the cities. Thus great disparity of wealth exists between different parts of a state, between city and country, between different parts of a county, and even of a township. Since we consider public education a state function, a state tax is legitimate and necessary to equalize the burden of taxation and to enable every part of the state to enjoy a good public school. Only by means of such a tax are the cities likely to contribute as they should to the country schools, and the more wealthy portions to the poorer parts of the state. The principle of state taxation is well developed in Georgia and Alabama, where about 75 per cent of the school revenues is raised from the income of state funds and state taxes; the remainder, chiefly from city taxes and poll taxes. Some of the counties in Alabama and but three counties (1898) in Georgia levy a school property tax.

But there are other and very good reasons for supporting a local tax. Local taxation develops enterprise, self-reliance, and local character, and tends to keep alive the interest of the people in the schools. The American common school is the people's school, and must have the support of its patrons, the people of the community. This social support cannot be easily obtained without money investment by the community. While state funds are necessary, local funds are quite as essential to make the school felt as a local enterprise. State Superintendent C. H. Mebane insists that "a local tax by townships is the only hope for rural districts in North Carolina."

The question now arises, which of the local taxing units will produce the best educational results, the county, the township, or the district? Arkansas offers perhaps the best illustration of an extreme form of district taxation. While the law allows a state tax not to exceed two mills on the dollar, State Superintendent Junius Jordan reports no such tax in 1898. But the district taxes amount to 70.8 per cent of the total school revenues. While the expenditure for schools has increased slightly since 1890, the expenditure per pupil enrolled has decreased from $4.95 to $4.05, and per pupil in daily attendance since 1891 from $8.71 to $6.43. The superintendent seems alarmed at this condition and advocates the adoption of the township system. He says that the schools are controlled by ar-

army of 15000 directors many of whom are totally incompetent. Districts are so small and weak that no interest whatever can be aroused in the school elections. He maintains that an increase of territory to include the entire township will bring in its wake more varied interests, greater responsibilities, and consquently more efficient directors and a uniform maximum levy of local taxes.

Florida levies a state one-mill tax and leaves it optional with the counties to levy from three to five mills. Every county in the state, except three, levies (1896) four mills and upwards. One hundred and twenty of the 2,350 districts levy also a special sub-district tax of from one to three mills for special educational purposes within their districts. State Superintendent W. N. Sheats adds, "The number of such special levies, which are determined by a vote of the taxpayers, is increasing every year. * * This tax, with the state one-mill tax and the county tax of five mills, makes the taxpayers of such districts pay from six to nine mills, in addition to the poll taxes."

The district or sub-district system has failed in Arkansas. The county tax, together with the district tax, has been more successful in arousing local enterprise in education in Florida. The present state tax should be continued in all the states and in some states it should be greatly increased. To augment still further the school funds and to create local enterprise in education there should be developed in every state a county system, together with a township or a magisterial district system, of local taxation. Virginia offers such a system. Besides the income from the literary fund and the capitation tax, Virginia provides for a state tax of not less than one mill nor more than five mills on the dollar, a county tax of ten cents on each $100, and a magisterial district tax of ten cents on each $100. The state and county funds are used entirely to pay teachers' salaries, and no district can receive any part of the school funds unless it has provided for schoolhouses and school equipment.

State School Commissioner G. R. Glenn suggests one of the best methods of introducing local taxation when he says that state aid to any county or district should be conditioned by a local tax for at least one fourth of the amount provided by the state. Minnesota has stimulated local enterprise by offering a bonus from the state funds. Every district meeting certain requirements, such as the provision of proper apparatus and outbuildings, the maintenance of school for not less than eight months, and the employment of a teacher holding a first-class certificate, at a salary not less than $40 per month, is allowed extra state aid to the amount of $50 per year. To secure the bonus, the local authorities cheerfully spend several times this amount for improvements.

III. But according to what method shall the state, the county, the township school money be apportioned to the schools? If funds raised from large taxing units are not apportioned in such a manner as

to cause the rich localities to aid the poor ones, then the large taxing unit should not exist. On no other ground can a state school tax be defended. In most states at the present time, the state funds are apportioned to the counties, and the county funds to the districts and schools on the basis of the school population. This method of apportionment is open to serious objections. For example, two school districts lie side by side, one having twenty-five children, the other fifty children of school age. One receives only one half as much money as the other, and yet it costs nearly as much to support the smaller school as to support the larger. The same is true of counties and townships varying in density of population. This plan of distribution tends to defeat the purpose of state and county aid; it fails to bring about a uniform standard of educational efficiency throughout the state. State Superintendent A. A. Kincannon of Mississippi sees clearly the injustice of this method, "When the educable population is congested it costs less to maintain schools than when the population is sparse, yet the state, acting upon the illusive theory of giving equal advantages to its children by disbursing the school fund according to educable population, lavishes its money upon populous districts," while it stintingly provides for the sparsely settled districts.

The method of apportioning the whole or a part of the state and county funds on the basis of the number of schools, or the number of teachers in the county, township, or district, has been adopted in some form in Vermont, Rhode Island, New York, New Jersey, Nebraska, Oregon, Nevada, and California. California has the most perfectly developed system of apportionment. The county superintendent allows $500 for every teacher in districts having twenty or more census children; in districts having more than seventy census children $20 additional is allowed for every such child less than twenty in number. To districts having less than twenty census children only $400 is assigned. All money remaining is divided among the districts in proportion to the daily attendance.

In conclusion, this study leads us to answer three important questions in public school finance, as follows:

1. How can the school revenues be made adequate for the ever increasing needs of public education? The school population, or the number of schools to be supported, should be made the basis for determining the school tax rate.

2. How can the school funds be raised so as to equalize the burden of taxation, and to create local enterprise in education? From one third to one half of the school money should be raised by a state levy; the remainder should be raised by local taxation that the school may be felt as a local enterprise.

3. How can the school money be apportioned so as to produce a uniform standard of educational efficiency throughout the state? The apportionment of school money should be based upon the number of schools or teachers to be supported, and not upon the school population.

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

A Study of Waste and Kindred Evils

Existing in the Administration of Our Public Schools

By the State Superintendent of Public Schools of Maine

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No 15

STATE OF MAINE.

EDUCATIONAL DEPARTMENT,
AUGUSTA, July 1, 1897.

The department is prepared to send copies of this pamphlet on application to persons interested in educational matters.

W. W. STETSON,
State Superintendent of Public Schools.

WASTE.

Any one who is familiar with old time home life in Maine is aware that much of the sturdiness and enterprise which characterized the youth of former generations was due to the habits of thrift which they were obliged to practice. These habits of prudence in the management of the affairs of the home and the expenditure of money tended to sharpen and invigorate these boys and girls. These experiences were of infinite value to the people of Maine, physically, mentally and morally. These efforts made them thoughtful, helpful, vigorous and progressive. No community can afford to lose the advantages which come from such living. The degeneration of a people dates from the time when they become careless in the expenditure of money, reckless in the care of property and thoughtless in the use of opportunities.

If one does not give a fair equivalent for what he receives he is guilty of an offence which will show itself in his character. People must continue to buy with wise economy, use with careful prudence, and hold in high esteem those who are careful in the handling of public funds, and are unwilling to receive the same without rendering a full equivalent.

It is as true of schools as of any other department of activity that the least profitable labor is performed by untrained workmen; and that the next most expensive service is rendered by persons who are not paid for what they do. These two facts go a long way toward explaining why so many thoughtful persons are disappointed that no larger return is made for the vast sums which are expended in maintaining the public schools of Maine. But few people are aware that there was expended to maintain the public schools of the State during the school year of 1894-5 the sum of $1,766,323.07,* which gives an average of $555 for each school, provided they were so arranged as to

*It is necessary to estimate some of the items included in this total, as the returns do not give the exact figures.

average thirty pupils each. This is an amount large enough, if properly expended, to furnish every child in the State with an opportunity to be instructed by a competent teacher for thirty weeks during each year, and also to furnish a high school in every town of the State of more than twelve hundred inhabitants, and to pay for one, and in many instances two terms of high school in the smaller towns. After paying all the expenses connected with maintaining these schools there would be a balance remaining large enough to provide competent superintendents for all the schools of the State if arrangements were made to place thirty-five or forty schools in the charge of each superintendent. These statements are made after a careful estimate of what it would cost to secure trained teachers, maintain free high schools of a standard grade, and furnish skilled superintendence.

It may be of some interest to make a careful study of the money expended and the schools maintained in one of the smaller towns of the State. The town selected is one whose financial condition does not warrant it in being lavish in its expenditures in any direction. It has a population of a little less than one thousand inhabitants. It expends for school purposes, on an average, $1,880 a year. This sum includes the amount paid for teachers, fuel, books, supplies, repairs, superintendence and transportation of pupils. The inhabitants are so distributed in the town that it would be convenient to have all the children accommodated in three schools. It is supporting, at the present time, more than three times this number. If the children were assembled in three schools there would be in each an average attendance of about thirty pupils. If the schools were maintained for thirty weeks and the teachers were paid $12.50 a week, the salaries of the teachers would amount to $1,125. A liberal allowance is made for the following items when $45 are allowed for fuel, $60 for books, $40 for supplies, $75 for repairs, $120 for superintendence, $200 for transportation and $40 for libraries and apparatus, making a total expenditure for one year of $1,705, leaving a balance of $175 unexpended. If this sum were used to maintain a free high school, and the town received from the State, as it would be entitled to, an equal amount, it could spend for this purpose $350 a year,

which would give the town a high school for two terms of ten weeks each, and pay the instructor of the same a salary of $70 a month.

This town has not maintained a free high school for some years because its citizens felt they could not maintain a school of this grade. The town has no villages, no wealthy citizens, no industries except farming, and a few country stores, and in no sense can be considered especially prosperous. It is hardly an average rural town of a rural section of the State. The people, as has already been stated, are engaged in farming, are able to provide themselves with fairly comfortable homes, and have an interest in giving their children a common school education. The amount raised for schools is the amount required by law. The amount expended for books, supplies, repairs and superintendence is the smallest sum the demands in these directions will warrant.

This example of what is done and what might be done has been given to show that we do not need to raise more money to maintain public schools of a standard grade, but we need a more intelligent expenditure of the funds used for this purpose.

It will be noted that in the items of expense there is provision for $120 for superintendence, and that there are only three schools in the town to be superintended. The allowance made above gives a superintendent $40 for superintending each school. If he is employed by a group of towns, and has thirty schools under his care, and each town pays him in the above ratio, he will receive $1,200 a year for his services. This is a salary large enough to insure the employment of a person of good scholastic attainments, and of some experience as a teacher.

When we reach a point in our school administration where we put into the work the thought, intelligence, and economy the average business man puts into his business, then we shall have schools taught by efficient teachers, and superintended by competent officials. When this day comes the communities, towns and State will receive a far greater return for the large sums spent for schools than is possible under the present want of system.

It will be seen from the above that the plea is not for more money, but for a wiser expenditure of the funds devoted to

maintaining public schools. The time has come when the citizens of our State who believe in the public schools should take this matter in hand and see that such changes are inaugurated as will insure an intelligent management of the schools along financial and professional lines.

Such information has been gained through personal inspection, reports of superintendents and testimony from private sources that the department is warranted in stating definitely what improvements should be made in the condition of the school yards, outhouses and school-buildings of the State. It is to be understood that when statements are made which indicate a deplorable condition of affairs in these several particulars they apply only to a certain per cent. of the schools; but it will be seen from these returns that this per cent. is so large that it is impossible for the schools to do the work which is expected of them while they remain in their present condition.

The squandering of school funds has reached proportions which are appalling to persons who have made a study of these questions. There is but one explanation for the difference which exists between what is and what might be. That explanation is found in the single word, "Waste."

In a number of communities in Maine but little effort is made to secure a lot which is large enough; or has the right kind of soil; or is provided with suitable drainage; or is favorably located.

The fences which surround these lots are built in a primitive, unsubstantial and unserviceable manner, and either have to be renewed frequently, or become unsightly objects.

The outhouses are simply rough board shells, with ill-fitting doors, sometimes held in place by one hinge, and sometimes even wanting in this means of attachment to the building, being put in place by each user of the hovel. As a rule these buildings are not provided with vaults, and the spaces beneath the sittings are not cleaned, and no precautions are taken to protect the morals, the manners or the health of the persons who are compelled, by necessity, to use them. Many of these buildings are rendered still more hideous by obscene drawings, and terribly repulsive by the accumulated filth of years of abuse.

In the construction of the school-buildings which disfigure these plots of ground no intelligent effort has been made to

have them built according to architectural principles or in compliance with the laws of hygiene. An open space is surrounded by a frame, and supported on posts or poorly constructed piers. This frame is boarded and in most cases it is clapboarded or shingled. The interior is finished in the cheapest lumber the market affords, or these areas are covered with plaster that soon drops from the walls and ceiling.

The extent of the waste and pollution resulting from such conditions cannot be estimated in figures or stated in words. They are sources of degradation to the children who use them, and teachers are hampered and discouraged by being placed in such disgraceful surroundings.

No effort is put forth to make use of the knowledge and experience of others. More money is expended in the construction of the building than need be if the work were placed in competent hands. When the building is finished it is a discredit to the builders, a source of torture and discomfort to pupils and teachers, and an eye sore to the community in which it is located. The yard is ungraded. The outhouses are improperly located and poorly built, and the schoolhouse is dropped down at the point that happens to strike the fancy of a person who has not given its location a moment's thought. A little study and consultation with experts would have secured a lot of large area in a suitable location at small cost, put its surface in presentable condition, and built outhouses and a schoolhouse which would be largely influential in the best training of those who use them during their school and teaching days.

There can be no question but that from a purely financial standpoint, it pays and pays handsomely to employ the highest intelligence and the soundest judgment to take charge of the construction and care of school-buildings. When these conditions obtain we shall be saving money along the lines in which we have been unintelligently economical.

Inquiry and observation have made it quite clear that it is not an unusual practice to pay the highest market price for everything purchased for the school in the way of supplies, books, fuel and repairs. One instance is reported where a person charged two dollars for a trip to town to get

a pane of glass. His charge for the glass and setting the same was twenty-five cents. The case cited is unusual in the extent of its flagrancy, but not exceptional as indicating the ways in which money is wasted by certain officials. A study of the fuel question reveals the fact that school officials in a number of towns have paid more for wood delivered at the schoolhouse than the same commodity was worth in the nearest market town. In not a few of the towns there is a lamentable laxness in the measurement of wood furnished for the schools, and an acceptance of a quality that would not pass inspection even in the least critical markets.

In making repairs more time and money are expended in making the examination, getting the material and finding some one to do the work than is paid for the material and labor.

Such loose methods of conducting business affairs, such total absence of economy in the expenditure of a million and three quarters of money can but result in an enormous waste of the funds appropriated by a generous people for the maintenance of schools and the care of school property.

It would be wise economy for each town to select some competent person to examine carefully its public buildings at stated times, report in writing to some board its findings, and then make needed additions and repairs under its direction and inspection. When this work is placed in the hands of a skillful and honest person then we shall have graded school yards, suitable outhouses, and schoolhouses which will be an ornament to the communities of the State, and a means of blessing to those who use them. Until this plan is adopted no substantial improvement will be made along these lines.

There is, however, one particular in which school officials are economical to the point of the most reckless extravagance. The practice of employing the teacher who will work for the smallest sum has been carried to such a point as to render a considerable portion of the amount paid for these services practically valueless. Personal observation reveals the fact that a certain number of schools of the State are in charge of persons so unfit for the positions they hold as to be not only of no service to those placed under their charge, but to work a positive injury to the children, because they assist in the forma-

tion of vicious habits, the growth of mischievous ideas and the dwarfing of the student spirit in the children. It is vastly better for the children to be at home, engaged in profitable labor, than to be in a school conducted by a teacher who has not the scholarship, aptitudes, training and personality which fit her not only to direct and assist the children in their studies, but also to inspire them with a desire to learn for the sake of the power which learning gives. Great as is the waste in connection with the property interests of the schools, it is as nothing compared with the greater waste resulting from the employment of unfit and misfit teachers.

The patrons of the public schools of to-day have but little of the interest in and sympathy for the public school that the parents in the olden time had for this institution. They do not visit the schools; they, therefore, cannot study them. They do not know the teacher; they are not familiar with the work done, the methods used, or the results achieved. They are content with voting money for school purposes, and leaving the school officers to select lots, erect buildings, provide furnishings and employ teachers. Good schools can never be maintained in any community in which the parents are indifferent about what is done for the schools and how they do their work. They must have an intelligent concern and a continuing interest in the property plant of the school, the employment of teachers, the studies pursued, the methods used, and the work done. If this sympathy, thought and interest exist they will show themselves by the presence of the parents in the schoolroom. They will know the teacher personally and professionally. They will know her antecedents, her attainments and general fitness for the work. They will restrain the quick tongue and withhold the harsh word. They will not interfere with the management, discipline, and work of the school, or rashly criticise the teacher or her work. Instead, they will be sympathetic, responsive and helpful. Parents realize to a very limited extent the fearful havoc they are making in the schools and to what terrible waste they are subjecting these agencies by interfering with the work of the teacher, refusing to send their children to school regularly, and failing to instill into the minds of the children a

respect for the school, the teacher, school officials and lawful authority. A larger per cent. of the money appropriated for school purposes in Maine is worse than wasted because of these causes than is realized even by those who are directly connected with the work of the schools.

General comment and almost universal practice have led pupils to feel that they are not in school to yield obedience to lawful authority, to have a just respect and wholesome regard for the teacher, to comply with the rules and regulations made by school officials, and to master, by their own efforts, the work assigned them. But, instead, many children feel that they are sent to school to be amused; that it is a part of their legitimate business to criticise the teacher, report what she does or they think she does, and what she says or they think she says, to comment upon the same, and to have the work which is given them to do put in so attractive and understandable form that they can master it by simply nodding acceptance to its tender. They waste their energy, pervert their lives, contract bad habits, come to be influenced by unworthy and unwholesome motives, and become selfish in feeling and action, and enfeebled in mind and body. When one realizes that there are 135,598 children enrolled in the schools of Maine at the present time, then does he begin to understand the terrible waste that is being made by these same young people. They fail to appreciate the purpose for which they are in school, what their attitude toward the school should be, what work they should do while in school, and what purpose the school is to serve in their life and development.

Statistics elsewhere published by this department make it altogether too plain that a considerable number of the persons who compose the school committees of the State of Maine have friends, relatives, or associates in business, whom they wish to see in the schools as teachers. It is altogether too clear that the average rural school is used as a means of rewarding friends, helping relatives and paying political and other debts. It is charged, and the charge seems to be supported by not a little evidence, that some men are ambitious to be elected members of school boards for the purpose of controlling the election of the teachers in their schools. One cannot too strongly con-

demn such practices. The State and the town have a right to demand that the money appropriated for school purposes shall be disbursed in such a way as to yield the largest possible returns. Such returns cannot be forthcoming unless teachers, competent in every way, are placed in charge of the schools. The people cannot be assured that the teachers possess this competency unless such means are used to ascertain their fitness as will place the matter beyond all controversy.

It is feared that some members of school committees feel that they have discharged all the duties devolving upon them when they have made the necessary arrangements for the election of certain persons as teachers. It is important that the control of the schools be, as far as possible, in the hands of the local authorities. It is still more important that such safeguards be placed around the schools as will make it impossible for incompetent teachers to be placed in the schoolroom.. Such superintendence must be provided as will induce superintending school committees to attend to the proper keeping of accounts, the suitable care of school property and the economical expenditure of school-funds.

The average amount expended for text-books in this State for five years is $91,366, making an average expenditure for each child for each year of ninety-four cents. There is, at least, one city in the State which has been able to supply the pupils in its schools with the necessary text-books for five years at an average of less than thirty-two cents a pupil a year. The margin between thirty-two cents and ninety-four cents is too large. Any one who is acquainted with the number of books furnished the pupils in the common schools is aware that the schools are not supplied with as many books as are needed. If all the above statements are true then it necessarily follows that the money used for this purpose is not expended with the care which the ordinary business man uses in the purchase of the material needed in his business. If the amount expended in the city referred to above were doubled there would still be left thirty cents of an excess when we compare the average amount expended with the amount thus allowed.

In most of the rural schools superintendents, or superintending school committees continue the practice of buying expen-

sive fourth, fifth and sixth readers, a large number of complete geographies, and an equally large number of complete arithmetics. A great saving might be made in these particulars if these officials would make a careful examination of the books furnished by many of our best publishing houses for supplementary work in all the branches mentioned above. These supplementary books are vastly superior to the regular text-books, and in most cases are furnished at about one-third the cost of the regular texts.

If school officials were willing to make a careful study of the needs of their schools, a still more careful study of the books which may be purchased to meet these needs, the amount expended for text-books could be materially reduced. To do these things one must be something of an expert in these matters, and be paid for the service he renders. If this matter were handled in the way in which it should be, there would be enough saved in this one item to go a long way toward paying for skillful superintendence.

But even admitting that it is best to buy the regular text-books, and that it is necessary to buy them in the numbers purchased, there still remains one particular in which a waste is permitted that makes the expense account in the matter of text-books, at least, one-third larger than it should be. Books are mutilated and abused by the pupils. No effort is made to compel the persons guilty of these destructive practices to replace the injured books. In but few schools are bookcases provided and proper efforts made to have the books labeled and suitably cared for when not in use during term time and during vacations. If school officials would put a little time into instructing their teachers how the books are to be cared for, in seeing that they are properly labelled, that when a book is injured it is paid for, and if they would provide a suitable case for the books and insist that they be placed in the same, a saving could be made which would aggregate a large sum for the whole State.

Superintendents should exercise the most scrupulous economy in the purchase of all material used in the schools, all repairs made upon school property, in a word, all expenditures made by the town for school purposes. If a few towns would

make an experiment in this direction the results would be of such conspicuous financial advantage that all towns would soon follow their example.

It is not intended that anything which is said in this connection shall imply, directly or indirectly, that superintendents or members of the superintending school committees, are guilty of dishonesty in handling school funds. It must be peculiarly encouraging to every citizen of the State to know that the most careful examination of this whole question has revealed only a small number of superintendents who are disposed to use school money in any way, or for any purpose not provided for in the statutes.

As some one may get the idea from the foregoing remarks that it is only in the school department of each town that there is an unintelligent expenditure of funds it seems wise to make the following statements. In a certain town of the State there has been spent during the past ten years considerably over two hundred thousand dollars for the purpose of maintaining the roads of that municipality. The following sentence from a well-known citizen of the town will indicate, with sufficient definiteness, the success which has attended these labors. He said: "There is not a piece of road in this town of any considerable length where a person can drive a horse at the rate of twelve miles an hour without endangering his own life, ruining the animal driven and wrecking the carriage used." This simple statement shows that there are other departments beside the school department that stand in need of more intelligent and more economical expenditure of money.

DOES IT PAY TO EDUCATE CHILDREN?

No one can visit the shire-towns of our counties, and make careful observations of the county buildings and grounds without being impressed with the fact that a large amount of money and unusual intelligence have been used in the construction and care of these plants. The grounds are beautifully laid out, handsomely graded, and the lawns would make the heart of an English nobleman swell with pride. They are ornamented with trees and in their areas are found attractive beds of cultivated flowers. The buildings are constructed of the best material the market affords, are erected according to plans prepared by experts, and are not only serviceable for the purposes for which they are used, but are architectural ornaments in the communities in which they are located.

No person who is connected with the public schools will for a moment criticise the action of county commissioners in making these ample and attractive provisions for the transaction of the business of the county, and for the custody and care of the criminals who come under their charge. The people who have made the most careful study of all these questions have found that it pays in every sense in which the best things pay to have public buildings not only constructed of the best material and according to plans approved by experts and located on favorable sites, but that they should also be supplied with the best conveniences and apparatus the ingenuity of the age has devised. Every lover of the public schools must rejoice that we have in the State so many county buildings that are substantial and beautiful structures; that our criminal classes are placed in institutions and surrounded by conditions which will assist them to better ideas of living, and it is hoped to better ideas of life.

Any one who travels through the State must be impressed with the fact that a considerable number of the most intelligent breeders of stock have expended large sums in providing suitable buildings and surroundings for the stock they

are rearing. These men are among our most level headed and progressive citizens. They appreciate the value of blood; they understand the value of suitable housings for their stock; they believe in providing the service which experts can give, and are willing to pay out their money lavishly for these things. It is a matter of common knowledge that an expert has been paid $2,000 a year for training colts, with the hope that he would be able to send them down the track at a speed that would shrink the famous Rigby record. These men have made a careful study of the breeding and care of animals and of the methods used by others in the training of race horses. They are engaged in these enterprises for financial purposes. They believe that expert service is the most profitable service for them.

When one contrasts the buildings furnished for the pet stock of the State, and the trainers who train them, with many of our school premises and some of our school teachers, the comparison is not peculiarly gratifying to one who believes that boys and girls are quite as valuable as blooded stock. Is it true that the State of Maine, that the descendants of the Pilgrims and the Puritans, are willing to pay $2,000 a year for the training of a favorite horse, and are satisfied to pay from $3 to $10 a week for a woman to educate their boys and girls?

No lover of his kind can derive much comfort from the fact that the grounds and buildings provided for our criminals are incomparably more comfortable and attractive than a large proportion of our schoolhouses. Can we continue to be proud of such a record?

It would be a misfortune to have the business men of the State do less in the direction of developing blooded stock and of utilizing the natural resources of the State; but it is hoped that in the effort which is being made to give the State a fair record along industrial lines, the schools and the children will not be so entirely relegated to the background that they will cease to receive the consideration of our business and professional men,—the men who have in their hands the moulding of the State.

It is for the financial interest of every owner of property, of every toiler with his hands to furnish the children with such physical surroundings, such moral atmosphere, such mental

training, such aesthetic opportunities as will permit them to take as worthy a place in the work of the world as the citizens of Maine have been famous for filling in the years that are past.

Any one who has made a careful study of this whole question must be impressed with the serious fact that every one who has any financial interests at all has a financial interest in the education of every boy and girl in the State. One does not need to study statistics very much to be aware of the fact that the value of the person depends largely upon the quality of his education. When one realizes the small sum which is received for manual labor in Asia and Russia as compared with the sum paid for a similar service in this country, and particularly in Massachusetts, then does he appreciate the fact that it pays in dollars and cents to educate all the citizens of the State. Where ignorance abounds there the people are not only unfit to render a service of value, but are content to use but little of what the most intelligent and skillful members of the community are producing.

The centers of population draw most of their increase in inhabitants from the rural sections of the country. The value of this increment is measured by the educational qualifications of the incomer. If he is ignorant he is willing to live in a primitive, rude way. If he has been trained intellectually he is not content with the bare necessities of life. This broader training breeds in him the desire for a home of which he is the owner. He is ambitious to have it furnished with the conveniences, and to some extent, with the luxuries of our modern civilization. He asks that his food, clothing, and opportunities for improvement shall be such as will enable him to get some of the best things the world is prepared to give.

The cities have a double interest in the intellectual training of all the people. If the people are educated those who come into these communities are more vaulable citizens, use more of the articles there manufactured and sold, and render a service of the greatest value to these centers. If they are educated and remain upon the farms the same conditions are true, and the same materials have to be supplied. If, on the other hand, they are ignorant, they need but little in whatever place they may cast their lot. Needing but little, they consume but

little of what the manufacturer produces and the merchant sells. Cities must depend for their prosperity upon the intelligence of their inhabitants, and of those who are dependent upon these towns because of their geographical relations to them. If one cared to use a figure of speech he would not be straining a metaphor were he to say that ignorance gives us the blackness of darkness of Africa, the night of Asia, the twilight of Russia; that education gives us the sunrise of glory of the United States, and the approaching meridian light of the most favored localities in New England.

No one can study this question with a desire to learn what the facts are without realizing that it is one of those cases where if we are desirous of a large return we must be willing to make a liberal investment; and that if the whole State is willing to provide for the education of the whole people the whole State will reap the reward of such effort. There is no section of the State which has so large a financial interest, so vital a financial connection with this question and will reap so large a financial return for the investment made as the cities of the State.

Whatever adds to the general intelligence adds to the general prosperity. Whatever adds to the general prosperity accrues directly not only to the benefit of the man who toils with his hands and brings forth the treasures of the earth, but in equal measure to the man who manufactures the product and the man who distributes it to all users of the same.

This is a question in which every citizen, rich or poor, learned or ignorant, exalted or humble has an equal interest, because whatever develops intellectual power increases knowledge, adds wisdom, gives larger views of life, better conceptions of citizenship, broader visions of duty, and in the end means financial prosperity and material growth to the communities which have intelligence enough to assume the responsibility of placing each citizen in such a position that he can make the most of the best in him.

SOME CHANGES THAT MUST MODIFY MEANS USED.

When we compare the condition of the common school of to-day with the school of fifty years ago we must not forget that certain changes have taken place which materially modify the means which can be used to improve the schools of the present. In the olden time the teacher taught not only the children who attended his school, but also the community as well. He was an oracle as well as a teacher. He was a student in the old sense of the word, and a scholar in the best sense of the term. He was thoughtful, studious and devoted to his work. He was judicious in conduct, deliberate of speech, controlling in influence. Many of these things are not true of some of the teachers of to-day, and in studying this question it is well to bear these facts in mind, and in instituting reforms one must not fail to consider carefully the means which can be used while he is deciding upon the work to be done.

In the old-time school the pupils were of all ages from four years to more than twenty-one. They studied all subjects from the spelling book to, and including, higher mathematics. To quite an extent each pupil was permitted to go his own way, study the subjects he chose, and pursue them as far and as fast as his inclinations and abilities would permit. There was but little of what is known in the present day as recitations, with the exception of certain work in reading, spelling, and the historic parsing class. In mathematics the student was told to take as much for a lesson as he could master, and call for assistance when he needed it, and to report once a day. The large attendance, the almost limitless number of classes made it impossible for the teacher to do much in the way of individual instruction. He kept the school in order, compelled the pupils to attend to their studies, and limited his efforts to giving directions, making suggestions and furnishing some assistance in the way of explanations. He strove to stimulate his boys and girls to

make the best use of the short time allowed them for attendance upon the district school.

Within fifty years changes which are hardly less than a revolution have taken place in the rural schools of Maine. The old time schoolhouse has fallen into decay and has been abandoned. The old time schoolmaster and schoolmistress have gone to that bourne from which no pedagogical traveler has ever returned. The boys and girls who crowded the schoolrooms have not only disappeared, but their places are not filled by their descendants or successors. The old time school yard with its brambles, bushes, weeds, and decaying grass is still found in some localities. The tumbled down shanty of an outhouse is still in evidence in some school yards. The barren, battered and stained walls are still used in some communities to inclose, if not to protect the youth of the land who are seeking for knowledge. But at the teachers' desks there are found not a few who have received all their education in the same kind of school as the one they are "keeping," and who cannot, because of a want of experience, lack of education, and absence of the quality that comes from mature years, do the service for the children that was rendered by the old time teachers.

In the pupils' seats are found but few children over thirteen years of age, and many of them are not specially eager to study, not particularly interested in learning, and not generally willing to work out their own intellectual salvation with fear and trembling.

It is to be regretted beyond all possible expression that we have lost the strong features of the old time school; the maturity, the dignity, the manhood and womanhood of the teachers, the presence of older students who furnished examples and inspiration for the younger, the eagerness, the alertness, the anxiety of the boys and girls to be something, to accomplish something. Those who are leaving our public schools to-day are wanting in energy, endurance and ability to stand alone and do by themselves worthy work. They have been freed from cares, relieved of responsibilities; they have had their work done for them, their intellectual pabulum masticated for them so long that they have become incapable of even assimilating elaborately prepared intellectual food. It is noted and

commented upon by school officials and business and professional men that the young people who come to them in these days are wanting in those strong, rugged, masterful qualities which have made such a splendid record for the men and women who went out from the homes and the old red schoolhouses of the Pine Tree State.

In the olden time one of the deities devoutly worshiped in our best homes was the god of "Get On." It was the admonition of the father, the inspiring influence of the mother that made the boys and girls of the past anxious to know, to be, to win not only position, station and wealth, but success in a large and worthy sense. All the members of the family, from the grandfather with his bowed form, to the wee toddler just shedding his skirts, seemed to be imbued with the feeling that each must stimulate the other, that all must work together, and that if a path were to be made for each it must be hewn out through an untrodden area by the efforts of the one who was to walk in it, aided by the sympathy of those who were making ways for themselves. But in these days we hear so often as to be sickened by the reiteration the sentence, "I do not want my boys and girls to work as I had to work, to pass through the experiences I had to pass through, to be required to struggle as I have struggled, drudge as I have drudged, and submit to the privations I have endured. I want their lives to be easy and filled with sunshine." One cannot have too much sympathy, too much respect, for him who desires to minimize the hardships of another's life. But there is one stern lesson which parents as well as children must learn, and it is that experience cannot be acquired by proxy. One must do his own work and develop his own strength.

It has taken six thousand years for the world to reach its present vantage ground. The best thing it has gained from the long years of its pilgrimage is the strength that has come from the struggle, the endeavor, the experiences, the race has passed through on its journey from the beginning to the present. Parents and children must come to a realizing sense of the important fact that children must have cares, responsibilities, duties; that they must have work to do and that they must do it faithfully and intelligently; that the tasks which are

given them to perform must be accomplished without such assistance and supervision as will take away from the doer all sense of personal responsibility in the doing. When the task is assigned and directions are given then the doer must be left to work out the result in his own way. Failure in the product does not necessarily carry with it failure in the effort. The best that one often gets from doing is not the thing he has done or produced, but the experience, the strength, the wisdom, the vision he has gained from the work itself.

STATE BOARD OF EXAMINERS.

There was apportioned to the cities, towns and plantations by the State for the year 1896, 516,818 97-100 dollars for the purpose of giving instruction in the public schools maintained by these municipalities. We recognize this as a large sum when we take into consideration the population and valuation of Maine. The State should not shirk the responsibility of seeing that this money is expended in such a way as to do the greatest good. At the present time the State receives the money for the School Fund, apportions it to the different municipalities and with these perfunctory acts its duties and responsibilities seem to cease. This condition of affairs cannot continue without permitting a great wrong to the children.

The time has come when it is clearly the duty of the State, and one from which it should not shrink, to satisfy itself that this money is expended with a wise economy. It should know to whom it is paid, and should have some definite information as to the quality, character and training of those who have charge of the instruction of the youth who, a generation hence, are to be placed in control of all its interests. All thoughtful citizens realize that this money cannot be wisely spent unless it is used to pay for the services of competent, trained instructors. The State can, with a small expenditure of money, ascertain if her teachers possess these two essential requisites. The time has come when a Board of Examiners should be appointed whose duty it shall be to provide for the examination of all persons who desire to teach. In some of the counties it would be necessary to hold but one examination each quarter; in others it would be better to hold examinations in two, three or four different towns. These examinations should be held at such times as will give persons who desire to teach an opportunity to demonstrate their fitness to engage in the work. They should not be, at first, of such a nature as to eliminate from the profession a large number of those who are now teaching, but

should be of such a character as to prevent those who are grossly unfit for the work from remaining in the service, and should be of such increasing thoroughness that those who are but partially prepared for their duties will see the wisdom of more thorough preparation, or the necessity of leaving the profession.

The expenses of this Board could be paid many times from the saving which would come to the State in having an eligible list from which school officials shall select their teachers. The lowest estimate that can be fairly made of the incompetence of the teachers is that one-fifth of them are not qualified to fill the places they occupy. This means that there are over one thousand teachers in the State whose education is so deficient as to render them failures as instructors. Assuming that these schools are in session only twenty weeks and admitting that they cost the towns only $150 each, for the full year, the aggregate sum paid for "keeping" these schools is $150,000.* One needs to consider this question but a moment to realize that it it impossible for the State any longer to neglect, with safety, its duty in this matter. The issue is upon us; we must meet it. We must decide whether we will or will not be true to the trust committed to us.

It is not intended to imply that such examinations would eliminate all incompetent teachers from our schools. It is believed they would make it impossible for a large proportion of those persons who are lacking in scholarship to receive authority to teach.

In the first place the most of the teachers who are not qualified to take charge of a school realize their unfitness and would not volunteer to be candidates for certificates. Some would be dropped because they could not secure certificates. The best would be retained and these would be made better by the study they would be induced to make to prepare themselves for their work.

This law would place in the hands of the State the power to say from what list of persons the teachers shall be selected. If towns desire to make more thorough examination of candidates

*The estimates returned by the local superintendents indicate that the sum thus wasted is $200,000.

for positions in their schools the law should leave them free to do so. It should leave the matter of employing teachers and the management, discipline and the general administration of the school in the control of the local authorities.

It must be apparent to all that the possession of a certificate from a State Board of Examiners would help to give the people of a community confidence in the scholarship and ability of the teacher placed over their children. This confidence has much to do with making a school successful. Without it but few teachers can succeed; with it a much large number would do credit to themselves and render acceptable service to others.

This law should not take from the local officials any of their duties or powers, except to limit them in the employment of teachers to a list of persons holding certificates from the State. The care and custody of school property, the employment and dismissal of teachers, and the general management of the schools should be as much in the hands of these officers as they have ever been. The fact that a person holds a State certificate would not indicate that he is entitled to a school in any community.

In granting certificates, candidates should be given credit for skill in instructing, tact in disciplining, ability in interesting pupils in their studies, and capacity for work. To secure the lowest grade of certificate candidates should have a fair knowledge of the principles and facts of the common English studies. To secure the higher grades of certificates they should have a more complete knowledge of these subjects, and of such other studies as they desire to teach. What the candidate is, what he has done, what he is capable of doing are the items upon which he should be judged in determining whether or not he should receive a certificate, and the grade to which he is entitled.

The law shuld be so administered as to exclude from the schools persons who have not such knowledge of the common school branches, and skill in teaching, as will enable them to be of service to the children.

The purposes of the law should be to protect the schools against grossly incompetent teachers, to secure an economical expenditure of school funds, and to stimulate teachers to fit themselves more thoroughly for the duties of their profession.

SUPERINTENDENCE OF RURAL SCHOOLS.

The most progressive law enacted by the legislature of 1897 was the one providing for the grouping of towns for the purpose of securing better superintendence of the schools.

It is hoped that the people will make a careful study of the statute and then take the necessary steps to avail themselves of the advantages granted to the towns which accept the State's tender of assistance.

This statute provides that on and after July 1, 1897 the school committees of two or more towns having under their care an aggregate of not less than twenty-five or more than fifty schools, may unite in the employment of a superintendent of schools, provided they have been so authorized by a vote of their towns at the regular town meetings or at special town meetings called for that purpose.

The school committees of the towns comprising the union form a joint committee, and shall be the agents of the towns comprising the union. The joint committee shall meet annually on a day and at a place agreed upon by the chairmen of the committees of the several towns comprising the union, and shall organize by the choice of a chairman and secretary. They shall choose by ballot a superintendent of schools, in which choice the committee of each town shall have a vote proportional to the town's share of the expenditure for the superintendent's salary. They shall determine the amount of service to be performed by the superintendent in each town, fix his salary and apportion the amount thereof to be paid by the several towns, which amount shall be certified to the treasurers of said towns respectively. The amount to be paid by each town shall be determined by dividing the entire sum expended for superintendence among the towns comprising the union in the proportion of the service performed in each town.

Whenever the chairman and secretary of the joint committee shall certify under oath to the State Superintendent of Public

Schools that a union has been effected, that the towns unitedly have raised by taxation a sum not less than five hundred dollars for the support of a superintendent of schools, that a superintendent of schools has been employed for one year, and that the full amount appropriated for superintendence has been expended for that purpose, then the Governor and Council shall draw a warrant on the treasurer of the State for the payment to the treasurers of the several towns of a sum equal to one-half the amount expended for superintendence by each of the several towns, provided that not more than two hundred and fifty dollars shall be paid to any one town or more than seven hundred and fifty dollars to all the towns comprising any union.

Persons employed to serve as superintendents of schools under this act shall hold State certificates under the act of 1895 providing for the State examination of teachers, and shall devote their entire time to superintendence. The powers and duties of superintendents elected under this act shall be the same as those prescribed for town superintendents.

No town shall receive State aid under this act unless its appropriation and expenditure for superintendence has been exclusive of the amount required by law for public school purposes.

The above is the most important single statute relating to the maintenance of public schools that has been passed by any Maine legislature in the last fifty years. It is hoped that the people will make a careful study of its provisions, and will avail themselves of the assistance offered by the State. The following extract from the last report of this department will show the necessity of expert superintendence, and will also explain its benefits, and methods of operation.

"A casual study of the special returns made by the local superintendents and tabulated in the first section of the report of this department for 1896 makes it entirely clear that the time has come when it is necessary to provide for expert superintendence of the public schools of Maine.

"The returns show that 96 per cent. of these superintendents are engaged in some other occupation, and only give to this work such time as they can spare from their regular business. The work done by such persons must necessarily be, to a great

extent, haphazard in character, unsatisfactory in results and wanting in those elements which insure good service. To superintend schools intelligently one needs scholarship, professional training and experience in the work of the schoolroom. He must know the subject studied, the methods used in giving instruction, and be familiar with the history, science and art of education. He must not only be familiar with the facts taught in text-books, but he must also be a student of science, art, literature, history, economy. He must know what the world has done, what it is doing, what it is capable of doing. He must know men, things, means. He must be strong of mind, rugged of body, rich in personality. His work must be his absorbing vocation. To it he must give his entire time and devote his best thought. He must study schools; he must study teachers; he must study children. One cannot do and be all these things unless he has an aptitude for the work, has prepared for it, and gives his whole time to it. If one's best thought is devoted to his patients, his parishioners, his business, or his farming, it is not possible for him to serve the schools in such a way as to help the teachers to give the best instruction, and the children to do the best work.

"The amount expended annually for the superintendence of schools in the State of Maine is about $60,000. This is a sum large enough to give to each town about $120 for this purpose. The State offers to supplement this amount with an equal amount if a number of towns join in employing a superintendent of schools. The State's contribution added to the amount raised by the towns would give a sum large enough to enable them to secure a competent person to perform these duties.

"Perhaps the plan of procedure can be made clearer by using the following illustration. Suppose the towns of Turner, Livermore, Leeds and Greene unite and employ a superintendent. Suppose Turner raises by taxation $225, Livermore $145, Leeds $90 and Greene $90, making a total of $550. If an equal sum were furnished by the State, the amount would be $1,100. On this basis Turner would be entitled to five votes, Livermore to three, Leeds to two, and Greene to two in the selection of a superintendent. If the schools were consolidated even to a reasonable extent in these towns the whole number would not

exceed twenty-five, and in no case would they exceed thirty. The amounts apportioned to each of the towns named above is not materially in excess of the sums now expended for this purpose. When the towns unite and place the schools in charge of one person who would devote his entire time to the work, then the schools will be under the care of an official who would have a personal interest and professional pride in making them the best which the means placed at his disposal would allow."

SOME THOUGHTS BY THE WAY.

The best teachers are trained in the kindergarten of observation, the high school of study, the college of investigation, and the university of experience.

Some teachers are visionary; not a few have visions; and an increasing number are coming into the list of those who have vision.

We read of an age when it was the work of the scholar to study books. We are enduring the horrors incident to a furor about the study of things. A few have faith to believe that we are approaching the era when we shall exalt the study of life to its deserved commanding place.

Experience and a larger wisdom have reversed ninety-five per cent. of the decisions of reason, and confirmed an equal proportion of the prophecies of the poets. Pope, Emerson, Balfour and Kidd unite in exposing the comparative valuelessness of reason as a guide in certain vital relations, and demonstrate the superiority of intuition in discovering ourselves, revealing others, and making the most of the best in both.

It is profoundly to be regretted that most of the effort in the school of to-day is wasted in appealing to the senses, or the training of this quintette of modern deities. How to develop and utilize these local reporters is the burning question with most teachers. The invisible is not seen; its existence is often denied, and its champion is scoffed off the arena set apart for the self appointed leaders of those who ask to be led.

Any one familiar with the typical school of to-day realizes in how few instances the fact is recognized that the subtle life that quivers on the canvas, breathes from the printed page, and pulsates in bird and flower and gem, is worth more than the beautiful colors, the glowing words and the gracious comeliness that embody it.

Is it talking in an unknown tongue to say that we must learn to communicate without using symbols, that we must hear when

no sound vibrates the air? May we not help our companions to feel the truth of this fine saying of the prince of interpreters of nature? "The sympathy of nature is so responsive that the sun's brightness would fade, the winds would sigh humanely, the clouds drop tears, and the woods shed their leaves in midsummer and put on mourning, if any man should have a just cause for grief."

Let us forever abandon the idea that analyses, dissections, classifications and memorizing of facts will reveal to the children the story, the lesson, or the life of nature. They must be helped to feel its pulse, hear its music, come in touch with its forms, be warmed by its breath, and respond to its call.

These are the things which kindle the fire that warms the heart and brain. To see a thing in its expression, relation, harmony and proportion is to see it to some purpose. That high priest of the sanctuary of beauty has well warned us "not to lose an opportunity to see anything beautiful, for beauty is God's handwriting,—a wayside sacrament. Therefore welcome it in every fair face, every blue sky, every tinted flower, and thank Him for it who is the fountain of loveliness, and drink it in simply and earnestly. It is a charmed draught, a cup of blessing."

Facts we shall always have with us; it is a part of our duty to know and master them. But facts are means, not ends. One should know them so well that he is unconscious of his knowledge and their existence. It is what they suggest, make possible, inspire, that has value. We should not be beasts of burden, seeking to accumulate, and willing to bear the weight of infinite details that can be better housed in books than in heads.

If we can grow to feel that it is the spirit with which we work, the purpose that inspires us and the motive that holds us to our task, that limit not only the extent, but the value of our service, we have made possible a great blessing to ourselves and others. Then will we feel a just sympathy with all worthy effort, a true harmony with all life, a full recognition of all beauty, and a prompt hospitality for all revelation.

Observation makes it clear that we often hold things so close to our noses that we cannot see them. It is also true that sometimes we try to see so much that we fail to see anything.

Schoolroom instruction, as well as conceptions of life, should have perspective. We should realize that it is not a part of our work to gorge the children with facts, or give them such training as will produce sluggers.

The entomologist can narrow his soul by a too close study of a single bug; and so can the linguist by a too long search for a Greek root. One can live, and live worthily, without knowing much about the structure, characteristics, or habitat of a bird. If he can see its grace, hear its melody, feel its charm, and appreciate its abandon, he has gained more than facts contain.

A fine perception of the fragrance, color, delicacy, and unwritten wisdom of the flower is worth more than a scientific knowledge of the seed from which it grew, and the minutest information of the stalk, branch and leaf which hold its life.

We must know the alphabets and formulae of science. We must be able to make tabular statements, classify and analyze. But we may know and do all these things, and still be deaf and blind to the great lessons that life and nature teach.

It should give us pause when we remember that the school and the pupil take their color, tone and atmosphere from the teacher. Hence he must be clean, kind, responsive, hospitable, broad-visioned, receptive, and large enough to be willing for others to be larger than he, strong enough to be gentle, and wise enough to be simple.

Teachers should not indicate by their systems of instruction that they feel that the results of thinking are of greater value than the power that has been gained in reaching conclusions. The cultivating of self control, concentration, endurance, application, appreciation, insight, receptiveness, responsiveness, should be recognized as being on a higher educational plane than a knowledge of insignificant towns, unimportant dates and meaningless definitions.

The teacher must be a scholar in the sense that history will tell him the path his children have come, and why the ages have made them what they are; his knowledge of science must be so familiar that he can count the pulse of nature; his companions in art and literature must be those who have written

the record of the world before it was lived, and have made their prophecies and longings a part of the progress of the race.

The teacher should not aspire to furnish brains for his pupils; he should not be willing or presume to do their thinking. Such things are an injury to both, without being of service to either.

Children, like other human beings, do the best work when they have some verge, scope and choice. If their personality is respected, their judgment recognized, and their aptitudes considered, they are stimulated to do their best. If they know the principles which underlie the facts studied, and are left to work out the details under one who is quick to see, prompt to command, suggestive in suggestions, and can win more by request than he can compel by command, he will help the children to become increasingly skillful, and render their labors correspondingly helpful. But to accomplish all this he must be more interested in growth than concerned about having his little conceits reduplicated.

One cannot retain his courage to work unless he see more years into the future than the records tell him have passed. He must possess his soul, see whence life has come, whither it is going, and be content to add his contribution to aid in giving it breadth, depth and richness. He must see and help others to discern the music that has no vocal expression, the grace that finds no outward form, and the thought that seeks no words to give it utterance.

We stand in the rotunda of a golden age of great achievements. We owe it to the future, as to ourselves, to appreciate our inheritance, and to use the capacities the travail of the world has given us.

The sun is shining upon a better day than any upon which it has set. It is to dawn upon better days than the one upon which it is shining.

No. 16

PLEASE BRING THIS WITH YOU TO THE MASS MEETING, MONDAY, MARCH 20th.

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The School Fund Litigation.

A REPORT

TO THE

San Francisco Teachers' Club

BY THE

Committee on Municipal Relation

Adopted by the Club at its Regular Meeting, March, 13, 1899.

EMBODYING

1. Resolutions in regard to the General Relation of Teachers to the Municipality.
2. Facts collected from the Papers in the various Cases before the Superior Court in the School Fund Litigation.
3. Recommendations in regard to the Plan of Compromise proposed by the Committee on Litigation.

PRESS OF R. R. PATTERSON,
429 MONTGOMERY STREET,
San Francisco.

To the Teachers of the San Francisco School Department:

At its regular meeting on Monday, March 13, 1899, the Teachers' Club adopted a report submitted by its Committee on Municipal Relations. As this report touched upon a number of matters of general interest throughout the Department and the City, and especially as it contained important facts in regard to the litigation now pending in the Superior Court, it was deemed advisable by the Club to print the substance of this report for general distribution. For this purpose a Publication Committee was appointed to whom was entrusted the work of editing the report and of properly presenting its recommendations in regard to the questions involved in the "plan of compromise" submitted to the teachers' mass-meeting held in the auditorium of the Girls' High School on Thursday, March 9th. The material arranged by the Publication Committee is herewith respectfully presented for your consideration.

The work of the Committee on Municipal Relations was commenced a month ago before any report of the Litigation Committee had been made. It was undertaken with the object of promoting the general principles of professional character set forth in the accompanying resolutions, and of assisting the Club to the information needed for wise judgment upon various public questions. In regard to the pending litigation it was the object of the Committee to present the fundamental facts so far as obtainable. While some will naturally differ from the recommendations made by the Committee and adopted by the Club, all will concede the importance of the facts presented in the report. It is hoped that this material will be of general service to the Department.

A. E. KELLOGG, President.
M. M. FITZGERALD, Secretary.

1. Resolutions of the San Francisco Teachers' Club in Regard to the Relation of Teachers to the Municipality.

ADOPTED, MARCH 13, 1899.

WHEREAS, It is desirable to enunciate clearly the principles of civic character and of professional behavior in our relation to the municipality, which it is part of our province to uphold; therefore be it

Resolved, By the San Francisco Teachers' Club in regular meeting assembled,

1. That we have been grieved to see the flagrant disregard of the laws of the commonwealth in the management of school affairs;

and the deprivation and suffering caused thereby have fallen most heavily upon the teachers, who on account of their official relation were, of all citizens, the least able to interpose. But we count our losses of small concern in comparison with the baneful influence of such evil example in public affairs. Surely for the School Department which ought to stand before all others in integrity and devotion to the public good—for this department to become a by-word in the city and a reproach throughout the State is something to be deplored by every right-minded citizen.

2. That we take this occasion to renew our pledges as individuals and as a Club to use every opportunity afforded by our position as teachers to uphold honesty of word and action, and to uplift the standard of civic and official character in this community.

3. That although the sudden application of the strictness of the law for so long a time disregarded or discountenanced by the city authorities has required that money paid to us during last July for services rendered in the previous fiscal year must be computed as part remuneration for the services of the present year; yet we desire a distinct understanding of the facts that we never have received any payments in excess of what was fully earned, and that our present unpaid claims are in point of reality true, valid and fully earned.

4. That we desire to call attention to the fact that the continuance of teachers at their posts of regular duty during the long period of collapse of the financial management of the Department proves that their service is something above that of the mere hireling, that they serve the cause and not for the pay alone, in no danger of forgetting that the teacher exists for the school and not the school for the teacher.

5. That to correct the wide spread misapprehension that exists in regard to the tenure of position of teachers in this Department, we desire to protest against the use of the term life-tenure as unrepublican and untrue. No better statement of the real facts of this matter can be made than to quote the words of the Political Code under which this tenure is established and the language of the courts in its interpretation.

The present tenure of position of teachers in the Department rests upon Section 1793 of the Political Code taken together with Section 1617 of the same, and upon the fact that teachers generally throughout the Department have been elected without *limit of time*. Section 1793 is as follows: "The holders of city certificates are eligible to teach in the cities in which such certificates were granted, in schools of grades corresponding to the grades of such certificates, and

when elected shall be dismissed only for insubordination or other causes, as mentioned in Section 1791 of this Act, duly ascertained and approved by the Board of Education of said cities." The causes referred to in Section 1791 are "immoral or unprofessional conduct, profanity, intemperance, or evident unfitness for teaching." Section 1617 defines the general powers and duties of Boards of School Trustees and Boards of Education.

In the interpretation of Section 1793, above quoted, the Supreme Court of California has said in the case of *Kennedy* vs. *The Board of Education of the City and County of San Francisco*, (California Reports, vol. 82; p. 483): This section "intends to provide for an *election* not an employment by formal contract" . . . . "A teacher, so elected, *shall* be dismissed *only* for the causes named in the section. . . . . It is said, with an apparent fear of disastrous consequences to our free institutions, that such a construction confers upon the teachers of our public schools life positions. But it does not confer a life position. It gives the teacher a right to hold the position so long as he is *competent* and faithful. When he ceases to be either his removal is easy, the means by which it may be accomplished is amply provided for, and the Board of Education has the matter fully within its control. Are any serious consequences likely to result from such a *status*? Why should the length of service of a competent and faithful teacher in our public schools be left to the arbitrary will of the Board of Education, and subject to the varying personnel, and it may be political, interests of its changing members? In our judgment there is none."

Thus has spoken the supreme authority in the interpretation of our laws and can any speech make plainer the facts that the notion of life-tenure is wholly false and absurd, and that the full responsibility for incompetence, if it exist in the teaching force rests not upon the law, but upon the Board of Education.

2. *The School Fund Litigation.*

A Summary of the Legal Proceedings in the Superior Court in regard to demands against the School Fund, December, 1898, to February, 1899.

(Taken from the papers on file in the office of the County Clerk.)

Elisha Brooks, v. *William Broderick*, *et al.*

No. 66,889, In the Superior Court, Department 1.

Garber and Garber, later changed to Garber, Cresswell and Garber, Olney and Olney, } Attorneys for Plaintiff.

Complaint was filed December 19, 1898.

An amended complaint covering substantially the same ground was filed January 12, 1899.

Upon affidavit, January 3, 1899, Wells and Truman, the incoming Auditor and Treasurer, were substituted as defendants for Broderick and Reis.

The complaint set forth the list of merchants' and laborers' claims ordered paid by the Board of Education out of the School Fund, and asked for an injunction forbidding the Superintendent to approve, the Auditor to audit, and the Treasurer to pay any of them, and forbidding the parties who had filed these claims ever afterwards to ask for payment; all of this on the ground that they were contracted by the Board of Education in violation of the One-Twelfth Act and were therefore absolutely void.

The largest items of this list of claims are as follows:

Whitaker & Ray Co	$ 521 64
John Red (S. F. Shade Holder Co.)	409 50
Humboldt Lumber Co	1,051 96
Cunningham, Curtiss & Welch	603 55
Payot, Upham & Co	3,293 77
S. E. Slade Lumber Co	1,291 29
James A. Snook & Co	1,755 93
Yates & Co	708 21
C. F. Weber & Co	18,164 73
William Crocker	2,621 89
Wyckoff, Seaman & Benedict	*20,870 00
L. and M. Alexander & Co	1 750 00
United Typewriter & Supplies Co	560 00
S. F. Gas and Electric Co	2,210 80
Oscar Moses	748 51
F. L. Turpin	11,980 00
Bennett Bros	444 83
J. Caire Co	1,663 01

Besides these there are many for smaller sums, and a large number of claims of men evidently not merchants for sums of from $25 to $50. The aggregate is over $80,000.

A Temporary Restraining Order was issued on December 19, 1898, which set January 6, 1899, as the day for all defendants to appear and show cause why a preliminary injunction should not issue, and in the meantime forbade their taking any steps to compel payment.

Various Demurrers were filed setting up that the complaint did not state sufficient facts to constitute a cause of action.

Argument before Judge Seawell brought the opinion on the demurrer, filed February 3, 1889. This opinion completely brushes

* Said to be an error in copying; should be $2,870.00.

away the cobwebs that uncleanly servants in our municipal household have allowed to accumulate, and brings out clearly the line of action that ought to have been taken in this department several years ago.

OPINION ON DEMURRER.

After a brief recital of the facts set up in the complaint, Judge Seawell states:

"The question of the Demurrer is whether the Act of February 25, 1878 (Statutes 1877–8, p. 111), applies to the Board of Education of the City and County of San Francisco." He then proceeds to quote sections 1 and 2 verbatim.

ONE-TWELFTH ACT.

An Act to regulate and limit the payment of money out of the treasury of the City and County of San Francisco.

Approved February 25, 1878.

SECTION 1. It shall not be lawful hereafter for the Board of Supervisors of the City and County of San Francisco, or any committee, officer, or Board having power to authorize or contract liabilities against the treasury of said City or County, to authorize, allow, contract for, pay, or render payable, in the present or future, in any one month, any demand or demands against said treasury, or any of the funds thereof, which shall in the aggregate exceed one-twelfth part of the amount allowed by laws existing at the time of such contract, authorization, allowance, payment, or liability, to be expended within the fiscal year of which said month is a part. If at the beginning of any month any money remains unexpended in any of the funds set apart for maintaining the municipal government of the City and County of San Francisco, which might lawfully have been expended the preceding month, such unexpended sum or sums may be carried, forwarded and expended, by order of the Board of Supervisors, in any succeeding month.

SEC. 2. All contracts, authorizations, allowances, payments and liabilities to pay, made or attempted to be made in violation of section one of this Act, shall be absolutely void, and shall never be the foundation or basis of a claim against the treasury of said City and County; and all officers of said City and County are charged with notice of the condition of the treasury of said City and County and the extent of the claims against the same.

SEC. 6. All Supervisors, as well as the Auditor and any other officer authorizing or aiding to authorize any claim or demand upon or against said treasury, or any fund thereof, in violation of any of the provisions of this Act, shall be liable in person, and upon their several official bonds, to the contractor damaged by such illegal

authorization to the extent of his loss by reason of the non-payment of his claim.

After the recital of sections 1 and 2 of this Act, Judge Seawell next quotes an Act supplementary to this, approved March 18, 1878, and then proceeds to say: "That by the latter Act, the provisions of the One-Twelfth Act were made applicable to the Board of Education seems to me too clear to require discussion. The Board of Education is, certainly, a department of the municipal government and the School Fund one of the funds of the treasury. The express exception of the New City Hall Commission and the Golden Gate Park Commission from the operation of the Act emphasizes the proposition that all other departments, including the Board of Education, are subject to its operation, and as School Directors are the only officers to whom the term "Directors" is applicable, they should be considered as having been expressly declared to be liable to all the duties, obligations and penalties prescribed by the Act."

Then follows a discussion of the points contended for by the defendants:

1. That even if the One-Twelfth Act originally applied to the Board of Education it has been repealed, not in express terms, but by implication by the Political Code or by the new Constitution or something of the sort.

2. That as the rate of taxation is not fixed by the Board of Supervisors until the third Monday in September, it is impossible for the Board of Education before that time to determine what the School Fund for the year will be, and therefore unreasonable to apply the One-Twelfth Act to that Board.

Each of these points is quickly brushed aside and the Judge concludes with the following paragraph, interesting also in other connections:

"The proposition urged by defendants' counsel that upon the adoption of the present Constitution the Board of Education ceased to be a department of the municipal government is, in my opinion, untenable. It is true that it is an instrumentality or agency of the State, but such it has been ever since its creation. The municipal government of the City and County of San Francisco and all departments thereof are instrumentalities of the State for conducting the affairs of government within a particular district. The demurrer to complaint will therefore be overruled."

J. M. SEAWELL, Judge.

It will thus be seen that the items set forth in the complaint of the plaintiff, Elisha Brooks, are so far substantiated and the

Judge is evidently ready, so far as questions of law are concerned, to grant the prayer of the plaintiff "that each and every claim to be adjudged null and void, and the defendants be forever enjoined from demanding payment for the same."

Two other cases before the Superior Court were outgrowths from the original action of *Brooks* vs. *Broderick et al.* Th se were as follows:

Moses vs. *The Board of Education et al.*

No. 669 73, Superior Court, Department 1.
Heller & Powers, Attorneys for Plaintiff.

Complaint was filed December 24, 1898.

It names as defendants Messrs. Armer, Bantel et al., members of the then Board of Education; Messrs. Bergerot, Eells et al., members of the then Board of Education elect; Broderick and Wells as Auditors, Reis and Truman as Treasurers, Webster as Superintendent and numerous Does, replaced afterwards by a printed list of the teachers of the Department. For some reason so far undiscovered the janitors seem to have been overlooked by both sides in these matters.

The complaint sets forth the ordinary preliminary facts as the cause of complaint and alleges,

That the plaintiff had duly sold and delivered goods which had been duly requisitioned for in six separate lots, and which at time of delivery at the ordinary market values amounted to $748.51.

That the plaintiff had presented verified claims therefor, making demand on the Treasury.

That said demands were duly allowed by the Supplies Committee and thereafter by the Finance Committee of the Board of Education, reported to the Board on November 11, 1898, and thereupon duly allowed.

That thereafter the plaintiff presented his demand to Superintendent Webster and to C. L. Barrington, President of the Board, for their signatures, and that they "in accordance with an unlawful agreement to defraud this plaintiff wilfully and wrongfully refused and neglected to sign and approve" his demands.

That thereafter he appealed to the Board of Education which consulted the District Attorney.

That on December 16, 1898, the District Attorney duly rendered his opinion to the effect that the signature of the Superintendent was not essential.

That thereafter on December 16, 1898, the Board of Education duly allowed said claims and ordered them paid, and the President and Secretary duly approved them, and the same were presented to the Auditor on December 17, 1898.

That at the commencement of the fiscal year 1898–99 the Board of Education with the consent of Superintendent Webster drew drafts on the Treasury for indebtedness incurred during the fiscal year of 1897–8, to the amount of $123,105.15; that $35,000 was for salaries for the half month of June for which the defendants rendered no services, and this payment was therefore illegal. The same complaint is also made in regard to salaries for July 1898, to the amount of $85,393.20.

That on account of the restraining order issued by the Superior Court at the prayer of Elisha Brooks in his action against Broderick et al., the Auditor was prevented from auditing and the Treasurer from paying his demands.

Plaintiff therefore prays for judgment and a decree of the Court ordering the Auditor to audit and the Treasurer to pay his demands, and that the sum of $123,105.18 paid for indebtedness for 1897–8 out of the funds provided for 1898–9 be not considered as a deduction from the School Fund so far as the claims of this plaintiff are concerned.

The usual order was made by the Court to all defendants to appear on January 6th, 1899, and show cause why they should not be restrained according to the complaint.

The Board of Education filed a demurrer to the complaint on January 12, 1899, setting forth that it did not constitute a proper cause of action. Numerous affidavits were filed on January 2[illegible], 1899, touching points alleged in the complaint.

The most important document in this case is the Restraining Order of the Court, of February 11, 1899, modifying a similar order of the day before. It reads as follows:

Order modifying order of February 10, 1899. "It is hereby ordered that until the further orders of this Court the said Auditor be and is hereby restrained and enjoined from issuing any warrants on demands of defendant teachers for the months of November, 1898, and December, 1898, nothing herein contained to be construed as an injunction against said Auditor using the said demands as a means of offset for any demands which may have been illegally paid said teachers heretofore."

J. M. Seawell, Judge.

Thus it is seen that any collection of November and December salaries is for the present barred by the Restraining Order of the Superior Court. The offset referred to is the illegal payment of $123,105.18 in July, 1898.

Morse vs. *Wells.*

No. 67,439, Superior Court, Department 1.
Application for Writ of Mandate, filed Feb. 7., 1899.

Plaintiff prays for a writ of mandate commanding the Auditor to audit the plaintiff's claim for salary for January, 1899.

The presiding judge, Judge Daingerfield, issued the same day the usual order to the Auditor to appear and show cause why the prayer of the plaintiff should not be granted.

As a result of the proceedings in this case the Auditor issued the warrants for the January salaries. The points of present interest in the records of this case are found in the statements of the Auditor in regard to the condition of the School Fund contained in his answer of February 10, 1899.

CONDITION OF THE SCHOOL FUND.

Revenues for the fiscal year 1898–9	$1 117,140 00
Audited within first six months	572,899 03
Miscellaneous claims presented but not audited, same period	88,651 99
Other indebtedness, same period	191,078 10

A demurrer of the plaintiff to this answer was filed Feb. 11, 1899, but contains no additional facts.

From the above figures it will be readily seen that the amount allowed to be audited during the first six months being one-half of $1,217,140 or $608,570 00

The amount actually audited and paid being	$572,899 03
The unexpended balance is	$ 35,670 97
Against which are merchants' claims of	88,651 99
Salary demands of	191,078 10
A total of	$279,730 09

From the facts thus far presented before the Superior Court and the opinions thus far recorded the following most important conclusions are derived.

1. From the case of *Brooks* vs. *Broderick*. That the One-Twelfth Act is in full force and effect; that claims contracted by the Board of Education in excess of its allowance are wholly void; that the unpaid demands of merchants and laborers named in the complaint stand at present in this category; that if this is untrue of any of them is a question of fact to be determined from the records. And that under the law all such unpaid claimants have recourse for damages against the persons and the bondsmen of the officers who made the contracts or purchased the goods.

2. From the case of *Moses* vs. *The Board of Education*. That the sum of $123,105.18 paid out of revenues provided for the fiscal year of 1898–9 for services rendered in 1897–8 was illegal; and that no salary demands for November or December 1898 can be paid until this illegal payment has been offset and adjusted.

3. From the case of *Morse* vs. *Wells*. That the unaudited balance of the estimated School Fund for the first half of the fiscal year 1898–9 is $35,670.97. That against this there are outstanding claims amounting to $279,730.09. Striking out the miscellaneous claims as illegal and void and deducting the illegal payment of $123,105 from the salary claims, this sum is lowered to $67,972.92 but is still in excess of the unexpended balance.

To explain the point of the illegal payment of $123,105 referred to, the following is quoted from the Constitution of California, Art. XI. Sec. 18.

"No county, city, town, township, Board of Education, or school district shall incur any indebtedness or liability in any manner or for any purpose, exceeding in any year the income and revenue provided for it for such year, without the assent of two-thirds of the qualified electors thereof, voting at an election to be held for that purpose."

INTERVIEW WITH LITIGATION COMMITTEE.

The committee on municipal relations sought to obtain advice from the litigation committee of the teachers' mass-meeting, and appointed a sub-committee which called upon Mr. C. H. Murphy, chairman of the litigation committee, on February 27. Mr. Murphy stated that the members of his committee were pledged to secrecy, and that he would not be able to give information to the Club or to the teachers at large. He stated, however, that his committee still had under consideration the "original compromise" between the teachers and the merchants.

By the terms of this compromise, the merchants would receive $60,000 of the $80,000 now in the Treasury to pay demands for November and December, 1898; the remaining $20,000 would be left in the Treasury till the close of the present fiscal year, when "if added to" both merchants and teachers would get demands in full, but "if not added to" the teachers "might" receive the $20,000 to be divided pro rata among those who had engaged in the litigation, but those outside would not get one cent of it.

On the subject of expense Mr. Murphy said the committee's expenses, independent of the $1500 fee for the lawyers, would probably reach $2000 since there was so much work to be done, taking a great deal of time—each individual merchant-claimant having to be interviewed, etc., etc.

3. *Recommendations Regarding Pending Litigation.*

Submitted to the Teachers' Club and adopted, March 13, 1899.

In view of the facts ascertained by the committee on municipal relations, certain recommendations in regard to further action

were made to the Club and adopted. The following are placed before the teachers of the Department, as bearing directly upon the question to be taken up at the adjourned general meeting to be held in the Auditorium of the Girls' High School, Monday, March 20, at 4 o'clock P. M.

1. That any sort of compromise tending in any way to recognize or to help validate the so-called creditors' claims en masse is wrong and ought never to be consented to by the teachers of the Department; inasmuch as their complaint before the Superior Court pronounced these claims illegal and absolutely void and the Court has so declared the law.

2. That if any of the above mentioned claims were not contracted for in violation of the One-Twelfth Act, and are good and true claims for goods properly delivered, it is for the officers of the City and County to determine the facts, to the end that the legal and valid claims may be segregated from the illegal and void; furthermore that the holders of claims found to be illegal should be reminded that under the law their recourse is upon the officers who made the purchases and their bondsmen.

CONCLUSIONS.

From the point of view of these recommendations it will be seen that there are other matters involved in the suggested plan of compromise than those referred to in its terms. A few words in criticism of the proposed plan may be accepted in the spirit of fair discussion. This plan proposes: "First. That the creditors assign their claims to a trustee or trustees, agreeable to both parties and that this trustee collect these claims."

No mention is made of the fact that the only available amount to meet these claims is the sum of $35,670.97; *unless the money be drawn from the second half of the estimated revenue for this fiscal year.* The present Board of Education, shortly after taking office, made formal demand upon the Auditor for the control of this second half; and the Auditor is reported to have acceded to this demand. Every dollar beyond the above mentioned $35,670.97 drawn from the School Fund to pay the claims contracted for by the former Board of Education, just so far reduces the amount available for the remaining months of this fiscal year under the present Board. This fact is conceded by the attorneys for the teachers.

The proposed plan further states: "Second. That he pay half of the money so collected to the creditors and half to the teachers, receiving in place of the sum paid to teachers their claims for salaries for November and December."

As shown above, unless the allowance for the second half of the fiscal year be drawn upon, this proposed collection can produce

no more than $35,670.97. The half of this is $17,835.48½. Now, as stated at the general meeting at the Girls' High School on March 9, it is proposed to take from this sum first of all, the fees of the attorneys employed by the Litigation Committee and the other expenses that have been incurred. These would seem to be at least—Attorneys' fees, $1,500. Other expenses in managing the litigation estimated by Mr. Murphy (see report above) at $2,000. Expenses of committee representing teachers at Sacramento for several weeks not yet reported upon, but evidently considerable. Deducting all these amounts from $17,835.48½ any one can readily see that the remainder, distributed over the salary demands of teachers and janitors for one month amounting to over $90,000, would not yield 15 per cent. of a month's salary, or not $12 on an $80 claim.

On the other hand, if this collection be made to draw from the allowance already agreed upon between the present Board of Education and the Auditor as belonging to the second half-year, there would of course be a larger payment to both merchants and teachers, but at whose loss? The School Fund cannot be made any larger. Even with all the reductions made since January 1st, the present Board finds difficulty in keeping expenses within its allowance. Is it not certain, then, that every dollar taken from the second half of the annual revenue to pay up indebtedness of the first half is a dollar taken from June salaries? Who would not rather have the whole dollar for June salary than half of it on last November's claim, the other half having gone to pay up creditors' claims, many of which are probably illegal.

The plan of compromise next proposes. "Third. That he proceed to collect the teacher's claims for salaries for November and December if possible." Then follow the directions for distributing the money collected. But how is this collection to be made? As shown above there will be, by the time the trustee comes to this point in the process, no money whatever to the credit of the School Fund for this year beyond what is needed for the running expenses, and probably not even enough for those. Is there some miraculous power in a trustee that he will be able to collect good coin out of a vacuum? Perhaps it is thought that the Courts will be able to compel the raising of money by subsequent taxation to satisfy these claims. If this taxation were possible it would be far better to leave it to the *good will* and *sense* of *justice* of the people of this city than to try to bring it about through the acumen of the lawyers and the tedious processes of the Courts. But such litigation would be worse than hopeless from the start. The incurring of any indebtedness in any fiscal year in excess of the revenue provided for that year is barred

by the Constitution of the State, Art. XI, sec. 18, already quoted in the above report. The Superior Court in the case of *Moses* vs. *the Board of Education, et al*, has held this principle binding upon the School Fund. Furthermore, the Superior Court has directed that the *illegal* payment of $123,105 18 of last July shall be counted as an offset to unpaid salary claims of the present year. Does any one wish for more of this experience? It may be urged that the opinion of the Superior Court on a question of this kind is not final. To be sure it is not. But the way to the Supreme Court is, as all know, a slow one, and upon this question it would seem utterly useless to try it.

Thus it has been shown that if the proposed plan of compromise has for its object the collection of teachers' unpaid salaries it is clearly a failure. Such collection is an impossibility when the funds do not exist.

Even though all legal proceedings should from this time on be discontinued, and, no one intervening, the merchant creditors should be able to compel the Auditor to issue warrants against the School Fund for the full amount of their claims, the loss to teachers' salaries, although severe, would still be far less than the amounts lost to this year's salaries through the accumulated illegalities of the past. But to prevent such a depletion of the funds for this half year there is the resolution of the present Board of Education to control one-half of the annual revenue, and the agreement of the Auditor to the same effect.

It is urged that this plan of compromise is the only way to close up these matters and bring about a settlement. As shown above instead of ending litigation, it seems to look toward prolonging it. But the fact is there are several other methods of settlement equally advantageous in a pecuniary way, and far superior to it in maintenance of right and principle. What is the history of the part taken by the general body of the teachers in this litigation? At their first meeting they agreed to the appointment of a committee to seek legal advice. At their second meeting they were assured that good advice had been obtained, but they were not informed as to what it was. At their third meeting was presented the plan of compromise. The Court has clearly shown that there is law, and that it ought to have been respected in the money matters of this Department. It is the earnest hope of the undersigned committee that the fourth meeting will demonstrate that the teachers of the Department will not consent to a compromise that throws all the principles of the law again into obscurity.

F. H. CLARK,
C. C. YOUNG,
M. M. FITZGERALD, } Committee on Publication.

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

ADDRESSES

DELIVERED AT A JOINT MEETING OF THE

Civic Club, Department of Education

AND THE

Public Education Association

AT THE

GALLERIES OF THE ART CLUB.

PHILADELPHIA,

March 3, 1894.

No. 17

›ome Suggestions of Reform in the Public School System of Philadelphia.

BY

MR. HERBERT WELSH.

What is Education?

In the consideration of any subject which presents so many ewildering details and so many conflicting or confused opinions as ıat of Education, it is well to set our feet firm on the mother earth f a sound first principle—that touch will do for us what it did for the iant of old—refresh our strength. It is the determining condition f our safety.

What is education as judged from the standpoint of the American :ommonwealth, which is our point of view to-night? Education is ıe act by which the physical, mental and moral capacities of the hild are developed; the entire faculties which God has given him are rawn out into healthful and harmoni ›us movement Paley says of ducation that "in the most extensive sense of the word it may comrehend every preparation made in our youth for the sequel of our :ves." Let us adopt to-night this broad definition, and assume that ublic education in Philadelphia should have, pervading its whole ystem, running like life-blood through its every vein, this vital idea -the complete preparation of the child for the sequel of his life—a ife to be lived under all the responsibilities of citizenship in the ımerican Commonwealth.

The mere statement of such education awakens in our minds a lear and inspiring idea. A great trust is committed to us—to guard he safety of the commonwealth. That is the ultimate aim of educaion which is furnished by the State. What is the nature of such an

education? We are so to treat the child's body that it may grow in health and strength to meet the private and public burdens of American life; so to draw out the child's powers of mind that most readily each faculty will stand in readiness for general or specific tasks in the American intellectual field; so awaken and guide his moral nature that it may be prepared to do its full work and to overcome the temptations that await it in the moral world of the Nation. Clearly it should be a primary object in public education to imbue the child who receives it with a strong sense of obligation to the State in return for her gift to him. Education, which the American State gives the American child, is not a gratuity; it is a loan to be repaid by a worthy life and fidelity to the public interests.

This thought of the large purpose of public education is inspiring when we gaze upon it in its simplicity, our view undisturbed by the refractions of prejudice or perplexity, so often involved in a consideration of the mechanical details of this subject; like the silhouette of the mountain-peak, outlined against the dawn, its mere memory serves a purpose of practical utility by refreshing and sustaining us during the commonplaces of midday toil. I believe it would go far to arm us against unsound methods in education that lead us no whither,—from the folly of clinging a day longer than is necessary to whatever may be false in the construction of our school system, if each thinking honest man and woman in the community, whether connected with the school service or out of it, held clearly in mind this great fundamental idea that our American public education has as its object the preparation of each child with which it deals to meet the full sequel of his American life, not the making of his own livelihood only, but the State's livelihood as well.

This definition of the purpose of public education which I have adopted is a simple and brief expression, but it has a long arm. It reaches out to many important considerations that are not always brought within the scope of this topic, and yet by their exclusion its treatment is rendered imperfect. It startles us at the outset by the picture it presents of that intimate potent relationship which must exist between the society of which the graduated school child is to form a part and the system of education which operates upon him

during his days of pupilage. If the child's education is a preparation for all that he is to do in mature life, for work that he is to do for the common-wealth, as well as work for self-wealth, then we must concern ourself not alone with the precise nature of that training which we give him within school walls, but with the sequel or conditions of life for which it is designed to fit him; with the moral and intellectual standards of that society—his life-school into which the door of his child-school opens. If the work of the public schools of Philadelphia is to be both sound in itself and adapted to accomplish its ultimate purpose, it must teach nothing to its children which the community of Philadelphia will afterwards oblige them to unlearn. If our public education teaches the child that love of truth, sincerity of purpose, fidelity to high standards, faithfulness in every form of work, are the great qualities in life, and that nothing worth winning can be won without them, while the public life of Philadelphia teaches quite the reverse,—that self-seeking, pretence, shams, skilful manipulation, false and unscrupulous methods—these are the arts that win success, and that success at all hazards must be won, then I do not say that its education is not in itself desirable, but that it is not an education which is adapted to prepare our children for the sequel of their lives. If this estimate of the community is a lower estimate than that which has been taught the child at school, he is tempted to hold in doubt the validity of his instruction and the sincerity of his teachers; to regard the higher standard of his school life as in some sense a sham, furnishing an impracticable standard. The temptation presented to a scholar under these circumstances is, upon entering the life of a community in which he finds his original ideas unsustained, to lose all faith in any ideals, and to accept the lowest rules of conduct which expediency permits. We, of Philadelphia, with whom rest the City's moral and intellectual standards, let us remember, have a powerful though indirect influence upon the success of our public school system; we are to our public schools what the surrounding forest is to the tree which forms a part of it; we create the conditions favorable or unfavorable which determine its growth; we provide the soil from which it springs, its relative proportion of shade or of sunshine which affects both the direction and extent of its development.

If the public school system of Philadelphia shows in any respect a retarded development, a feeble or ill-nourished life, there is a strong probability that we of the surrounding community are to blame for it.

Let us glance a moment at the structure of our present school system, noting some changes which in the last few years have been effected in it, with a view to determine how far it is suited to attain the great purpose which, I am sure, we are all most desirous that it should accomplish—the fullest development of the children under its care. In approaching the subject we should stand midway between that self-glorification which ignores shortcomings and a spirit of carping criticism which sees nothing but defects. Our object is to know the truth.

The control of our public schools is vested in two distinct bodies, the Board of Education and thirty-seven separate local boards. The Board of Education, or Central Board, consists of thirty-seven members, one representing each ward of the City. Its members are appointed by the Judges of the Courts of Common Pleas, and serve for a term of three years. The members of the local boards are elected by the people, with the exception of a single member, who is called the controller, and who is also a member of the Central Board. Until 1883, the public schools of Philadelphia were left without the supervision of a superintendent, so that each school was conducted independently, according to the good or bad judgment of its principal. Since that time, however, we have had two able and devoted superintendents, to whom we are indebted for a positive advance both in the methods and spirit of our schools.

The Superintendent of the schools of Philadelphia has no other than advisory powers. He is charged with duties involving investigation of the schools, the encouragement and guidance of the teachers. He is the counsellor and adviser of the Central Board on all points relating to the condition of the schools and of the teaching force. In directing the public school work of the City, he is the representative of the Central Board.

I wish to present here nothing more than the barest outline of our school system as it exists to-day, so that its essential features may be rendered the more prominent, and the one principal suggestion

of reform in that system which I desire to submit to you may be conspicuous before all others.

The essential change needed in our school system, which should be speedily made, and which should have been effected long ago,—to the want of which our most serious shortcomings in public education can be traced,—is, first, the abolition of our local school boards, and the concentration of authority for the management of our entire school system in the hands of the Central Board of Education; second, the selection of the members for appointment to the Central Board of Education from the City at large, so as to do away with the present feature of ward representation.

I will endeavor to prove the soundness of these two propositions, which, if accepted and acted upon, will lift our public school system in this City, within a comparatively short space of time, to the level of the best in the country. First, as to the necessity which seems to me to exist for lodging the entire control of our schools in the hands of a single central body. Any satisfactory exercise of executive action requires power to be concentrated, so that confusion in its direction may be avoided and responsibility for its misuse may be readily assigned. "No man can serve two masters" is as true in the realm of education as in that of ethics. The principal upon which the new city charter of Philadelphia places large powers in the hands of the Mayor and the Heads of Department, in order that the abuses which previously resulted from diffused authority might be removed, is wholly sound, and is entirely applicable to the public school system. Logically, the principle of the Bullitt Bill should have been introduced into our school system as well as in other departments, but doubtless it was deemed inexpedient at the time of the change to disturb existing conditions. Our present plan is essentially unsound in theory, while it is so bad in practice that it is a matter of astonishment to persons from other cities interested in public education that Philadelphia should have endured so long its intolerable evils. Every great city in the country which can show a creditable school system has abandoned all the essential features of the district system. New York has boards of trustees which seem to correspond to our local boards, but they are appointed by and subject to the central authority.

That system as it exists here is an anachronism. But it is frequently maintained by persons who are sincerely interested in the welfare of our schools that the control of local boards is good theoretically, and only unfortunate in its results because, through political influences, unsuitable men were placed upon those boards. The thought in this reasoning is that local rule is most in harmony with our own representative government, and that the fault in the present system must lie wholly in the character of the selections made. I believe this to be fallacious reasoning, and that even were far better selections made in the membership of our local boards, we should find bad results from diffused responsibility and conflicting authority. Our thirty-seven separate boards are competent to elect and to dismiss the teachers from the schools, and their powers constantly interlace and conflict with those of the Central Board. But in actual practice, the results of the present system are in the aggregate so disastrous as to have brought our school system, in the eyes of those who have given its details careful attention, largely into contempt. I am quite willing to admit that many well-intentioned and worthy members, and some who are also valuable members, are to be found on the local boards, but the general tendency of these boards in practice is unquestionably to make use of the schools as a partisan political contingent, and to exert upon them influences of ignorance and selfishness which tend to stagnation or retrogression. The point of view assumed by the average member of a local board is not that of the welfare of the children of the schools, but that of party, or, more often, personal advancement. Precisely the same ideas which may be seen working for evil in the control of our Indian school service, under the Federal Government, wherever the spoils system has been in operation, may be observed at work upon the public school system of Philadelphia. The spoils system, which, like a wood-worm, has perforated our whole political system, has been quietly and disastrously busy in this humble fundamental part of it. Consider for a moment the working theory of the most influential and representative member of the local school board. He secures his position most frequently through favor of the ward boss, for whom he has performed some political service. This is his first step in the political career; he expects to become a

member of Councils or to be nominated by the party leaders for some political office. On one of our local boards to-day no less than three members are aspirants for places in our City Councils. Ordinarily he is quite ignorant of the simplest principles which should guide educational work—what has been accomplished or what is needed—and yet with him rests the power of electing or removing the superintendents and teachers of his section. The Board of Education has to some extent a veto power upon the actions of the local boards, but the conditions under which it can be exercised are ill-defined, and practical authority in this matter rests with the local boards, whose members are extremely tenacious of their rights. A recent case occurred illustrative of the confusion and scandal to which divided control gives rise, in which a local board having elected a principal to one of the schools, in violation of a rule of the Central Board, endeavored to compel that body to pay a salary to the elected person, who was meanwhile restrained from exercising the functions of the position. On the side of the local board, both the court and the power of the political machine were invoked, but without success. The scandal to which this unseemly conflict gave rise (a conflict which has brought the City Council into sharp antagonism with the Board of Education) should at least be utilized for good in leading to the abolition of a system antiquated and impracticable, by which Philadelphia is kept lagging in the educational race, to the injury of her children and of her educational reputation.

A few illustrations may be given to show the point of view from which the average local school director views the duties of his position and to demonstrate the weakening effect which the clutch of machine politics produces upon our school system. In one section where boss influence is paramount, two of the most intelligent and useful members of the local school board have failed of renomination and consequently of election. The cause in one of these instances is significant. A teacher who was giving practical evidence of competency occupied on trial a position in one of the schools. A demand was made upon the director to whom I refer, and whom I will call Mr. X, to vote for the appointment of another applicant, whom he considered incom-

petent, but who was backed by political influence. Mr. X refused to comply with this demand on the ground that he could not vote to displace a competent for an incompetent teacher, and that the welfare of the school children must be his only guide in such matters. The response of the politicians in urging the claims of their candidate was, "Oh! let her get into the place and she'll get the hang of things bye and bye." Mr. X's action cost him his position. The politicians of the section announced in their picturesque and significant language that three graves must be dug, two to be filled this year and one reserved for the coming year, when a gentleman who may be perhaps considered the most valuable member of this board would be buried in it. This is the machine's reward of faithfulness to public duty!

My own personal experience, when serving as controller of my section, was that the question of the welfare of the schools was never a primary consideration with the political element which was the predominating one upon the local board. I found strong opposition to the election of a teacher who gave evidence of fitness, and who has since done excellent service, because "her father was a Democrat." In another instance the main argument urged for the election of a teacher was that "she needed the salary." The motive here was doubtless a good one, but it revealed a common misapprehension of the functions of the public service. The one question of fitness is scarcely ever the determining question. From another ward the statement comes to me, on excellent authority, "The question of the appointment of the teachers with an eye single to the welfare of the schools is never raised. Sometimes the best men on a local board, whose interest in the welfare of the schools is really sincere, vote for the appointment of a teacher under political pressure from outside. A demand has come from the ward boss which they have not the courage to disregard, knowing well the unhappy consequences of such a course to themselves. In one section of this city with which I am acquainted, assessments of money are levied upon teachers and employes of the schools; teachers are required to pay small sums in return for appointments which politicians secure for them. I know of one school janitor who was assessed $15 on his salary for the

campaign of last autumn. He demurred at first, but paid the money upon the assurance that refusal would cost him his place. A woman, a member of a local Board, was obliged recently by a local boss to pay $25 toward what was alleged to be campaign expenses. Such assessments are of the same nature as blackmail imposed by Tammany. I know of some recent cases where tentative steps were taken to gain contributions for political purposes from superintendents of schools. Perhaps such instances may be exceptional, but that they have recently occurred would seem to indicate a growing boldness on the part of the machine to gather more grist for its mill, and to garner a larger harvest from the public school system than heretofore. If once the boss can convince the superintendent and teachers of the public schools that they are a part of the political machine, and are expected to contribute to its maintenance, then, like the police of our city, they will become models of regularity in presenting "their volun'ary contributions" to the support of party. What means has the public of knowing whether money so raised is legitimately spent or whether it is used to bribe voters or whether it clings to political pockets? How far these encroachments of organized greed and selfishness upon the most sacred of American institutions, that one which alone can stay the descent of representative government on the downward path toward tyranny or anarchy—it remains for us of Phi'adelphia to determine. If the public school is to do its beneficent work it must "be set in a large room," it must have space to grow unshackled, nourished in the generous soil of intelligent public sympathy, gladdened by the sunshine of a wise enlightened purpose.

To give up the divided control and diffused responsibility which is involved in our present system and to lodge authority in one central Board, seems to my mind the most obvious reform which we are called upon to make. That step which, under the leadership of the late Edward T. Steel—to whose name and public virtues the lovers of Philadelphia's public schools might well erect a monument—seemed so nearly taken, remains to be accomplished. Innumerable illustrations might be added to the few which the time at my disposal permits me to present. I can, however, fittingly close my argument on this point by quoting the words of a distinguished authority, the head

of the Federal Bureau of Education, Dr. W. T. Harris, who was appointed to his present position by President Harrison and retained in it on account of his fitness by President Cleveland. Dr. Harris says: "I have no doubt whatever that the local school Boards in a City are a great detriment to its school service. I know no exception to this principle. They prevent the school system from adopting the improved methods discovered in the several cities of the country and foster a narrow and petty self-conceit on the part of the teachers of a community. The experience of the whole country should continually be brought to reinforce the experience of each particular point."

The local school boards of Philadelphia should be abandoned by act of the next legislature, because—

First.—They are wrong in theory, in that they involve such a divided and diffused responsibility as always forbids satisfactory executive action, when the immense area and details of a great City are to be dealt with.

Second.—Because in practice they have proved mischievous through the interference they have fostered with the management of the schools by the introduction of false and unsound ideas of education, but especially of political partisanship and the spoils system. How shall this work of abolition be accomplished? Only by the action of public sentiment. To that court of final appeal we must turn.

If the heart and mind of Philadelphia are convinced of the necessity for the change, if our public press will unanimously demand it, as, to their credit be it said, they did strenuously when the measure was before under consideration, we shall have the reform, but not otherwise. The reply made by Secretary Stanton when Bishop Whipple went to Washington to ask the redress of glaring wrongs upon the Indians, is pertinent here. That experienced statesman asked the Bishop, "Why do you come here? Go first to the people of the United States. Congress never redresses a wrong until the people first demand it!"

The reform which I have specified as second in order of importance in our school system is the abandonment of Ward representation upon the Central Board of Education. The members of that body

should be chosen at large, so that the Judges may be free to make choice of fit persons for this service anywhere within the City limits; the welfare of our children and of our public schools will be best served by the selection of the most competent persons who can be found to care for them; the wisest head, the truest heart, the largest training and experience are the qualities we need upon our Board of Education. These qualities can best be obtained by an unrestricted choice from the City, and when the Judges are no longer tied by Ward limits. Our Central Board would, I believe, be rendered more effective by a reduction in its numbers, and by greater consideration being given in its meetings to the discussion of purely educational questions and less to details. These latter ought to fall more in the hands of subordinates, leaving the directors of the system more free to bring their force to bear upon higher and more important questions. As to the precise number to which our present Central Board of thirty-seven should be reduced, I do not pretend to say. That is not a matter of vital importance. But it should at least be as small as that of Boston, which numbers twenty-four. Mr. Samuel B. Capen, recently president of the Boston School Board, and who is an authority upon educational subjects, writes, "A few years ago Boston had a school board of about 125 members; it was very unsatisfactory indeed. Many of the men were extremely inferior, utterly unfit for their positions, and were chosen by districts, and the district system is always and everywhere an abomination. * * * A few years ago this whole plan was changed. We have now a school board of twenty-four men and women, chosen for three years, one-third going out each year. The district system has, of course, been abolished." Mr. Capen adds that they have upon the Boston school board four very able women, which has had an elevating influence upon the Board.

There can be little doubt a very beneficial influence would be exerted upon our schools in Philadelphia were a larger number of intelligent, cultivated women to become interested in and to be placed in official relations to our system. Women are peculiarly adapted to this work, and what has already been accomplished by the true, devoted and able women who have for some years served on our Board of Education ought to encourage us to secure a large represen-

tation of their sex in the management of our school system. But the justice of this claim must first be felt by the community.

An incident occurred a few days ago which shows both how the political idea interferes with progress in educational management and also the importance of bringing more to the front the question of woman's influence upon our school system. A vacancy occurred in a local board which the board was competent to fill. A suitable woman was found who was willing to serve. The local boss was visited with a view, if possible, to secure his consent. He expressed a favorable opinion of the work of women in such matters, but added, "You see, we must have a Democrat, and I don't see how you can tell whether a woman is a Democrat or not, for she can't vote."

Apart from these two changes which I have pointed out, the first of which is imperative, the second most desirable, I believe that there are certain features of which we may be justly proud. Our first superintendent, Dr. MacAlister, did a work of the highest value. Our schools as he found them were in a deplorable condition. Under great difficulties he brought order out of chaos and sent them on the road to progress. Our present superintendent, Dr. Brooks, with knowledge, tact and enthusiasm, is continuing the work of development. We have principals of schools and many teachers of the highest excellence, who deserve more public recognition and encouragement than they get, and a complete protection from those malignant influences to which I have alluded. Whatever has been said in criticism of our system is said with the fullest recognition of the merits of the many noble men and women who are working under it. Our Manual Training High School is, in the opinion of a leading writer upon education, "One of the most interesting and thorough institutions of its kind in the country." Our Public Industrial Art School receives from the same source high commendation. We have now another Manual Training School of equal merit. One great defect of our system—imperfect facilities for the education of teachers—is about to be remedied by the complete re-organization of the Girls' High School and the establishment of a new Normal School. Doubtless our teaching force, largely composed of women, will be greatly improved by these changes. The establishment of a

school of Pedagogy for boys, to which we are largely indebted to Dr. Brooks, is another step forward. We have pressing needs for:

First, a new High School Building for the Boys' High School.

Second, a building in the southern part of the city for a new Manual Training School.

Third, the introduction of regular instruction in music in our elementary schools.

Fourth, more authority to remove and to prevent the election of incompetent teachers.

Fifth, more school buildings in the rapidly-growing sections of the City, as, owing to insufficient accommodations, about 9,000 children are now on half time. I would also strongly emphasize the importance of securing larger space about our public school buildings for play-grounds, simple gymnastics and admitting more air and sunshine.

Our school problem in this City is but a part, though a large part, of that greater problem which confronts all of us to-day who desire and are ready to labor for a New Philadelphia. We are concerned with the creation of "a City not made with hands," but built out of material imperishable though intangible—the aspirations, the lofty ideas, the strong moral resolves, the courage, the self-sacrifices, the freely-bestowed knowledge of living men and women. To us is committed the task of creating for our public education in Philadelphia the highest standards and then of bringing the actual practice of our system as near as possible to those standards. What the faint-hearted or the unimaginative, or the indifferent, or the hostile tell us is impracticable, we must declare and prove practicable. The President of our Board of Education in a recent report aptly referred, in treating the question of education, to Dr. Arnold, of Rugby, as England's greatest modern teacher. What Arnold did for England was to teach her sons to reverence God, to hate lies and shams, and to live the truth. Rugby boys carried Arnold's ideas throughout England, and wherever their country's flag floated throughout the world. Samuel Chapman Armstrong, of Hampton, Virginia, the great teacher of the negro and the Indian, was a man of as high ideals and as a great practical genius in the education of plebeian races as Arnold in the education of an

aristocracy,—a man of whom America may as well be proud as England of Arnold. When General Armstrong was once told that some great task which he contemplated was impossible, he exclaimed, "What are we in the world for but to do the impossible," and then he went to work and accomplished what he had set himself to do. Our task, in the words of Paley's definition of Education, is to furnish the fullest preparation to the children of Philadelphia for the sequel of their lives, and to render the Philadelphia into which they graduate a city of such moral and material dignity that the sequel of their lives will be a fitting and worthy one.

The Unification of the Public School System.

BY

MISS PENDLETON.

MRS. PRESIDENT, LADIES AND GENTLEMEN:

In order to present my subject intelligibly, it will be necessary to approach it by a rapid review of the constitutional history of Public Education in Pennsylvania.

The Society of Friends laid the foundation for a universal system in 1689, when they established a school "*where all children and servants might be taught, and provision made that the poor be taught gratis.*" The Preamble of the last Charter granted this school in 1711 sets forth that, "*Whereas, The prosperity and welfare of any people depend in a great measure upon the good education of their youth, and their early introduction in principles of true religion and virtue, and qualifying them to serve their country and themselves by breeding them in reading, writing, and learning of languages and useful arts and sciences, suitable to their sex, age and degree; which cannot be effected in any manner so well as by erecting public schools for the purpose aforesaid.*"

When we scrutinize the work of the Founders we discover here, as in every other instance, how broadly they blocked out the civic policy. We do not need to stretch this definition to make it cover the most advanced ideas of to-day; but their sectarian and dogmatic theories were too narrow to contain the tide that rose to fill the wide political margins. The Society of Friends became at an early date merely a sect in the commonwealth of their creation. In 1750, the College and Academy was founded on the same broad principles.

Here again private effort is disassociated from the common weal not by limitation of principle, but of organization.

In 1776, the State in its first Constitution reaffirmed the principle of public education with the provision that the poor be taught "*for low prices*"; and again in 1790 provided for the instruction of the poor "*gratis.*"

After long agitation on the subject of the injurious effects of class legislation in public education, as developed under the various provisions for the education, of the *poor*, the Society for the Promotion of Public Economy, under the leadership of Roberts Vaux, secured in 1818 the passage of a bill entitled "An Act to provide for the education of children at the public expense within the City and County of Philadelphia, to be known henceforth as the First School District of Pennsylvania." By this Act was instituted a Board of Controllers with Boards of Directors for the several sections.

Here is the genesis of the partial autonomy of the Philadelphia public school system, with its independent curriculum; and at this point its history and laws diverge from those of the state at large. I should like you to bear in mind, however, that this law affected the cluster of municipalities within the County of Philadelphia of which at that time Philadelphia formed one; it was especially named as the leading town and the others were grouped under the title of the County of Philadelphia: and also to remember that any laws affecting the First School District must still be passed by the whole body of legislators for the State of Pennsylvania.

This law was extended in 1834 to include the State. In 1836, the City of Philadelphia was authorized to established a Central High School. The first comprehensive grading of the schools of Philadelphia took place in the year following, when the primary, secondary and grammar schools were organized with the object, no doubt, of falling in line with the projected high schools. The Act of 1836 repealed "*all such provisions, if any existed, in*" the Act of 1818 limiting "*the benefits of the Public Schools to the children of indigent parents.*" It should never be forgotton that these laws of 1834 and 1836, whereby civic education was established as the policy of the

State, were procured by Governor Wolf, with the support of intrepid Thaddeus Stevens.

Mr. James S. Whitney, in his address on Public Education in Relation to the Community, made before the Social Science Association in 1880, says, in reference to this final blow at class distinctions in public education: "*The stream had risen to the level of its source; the spirit that founded Oxford and Cambridge and Winchester and Eaton, and a dozen other great endowed schools of England, which had manifested itself here in the Friends' School already mentioned and the 'College and Academy' (now the University) in 1750—this spirit, following the law of its being in the free air of a Republic, had expanded to the full measure of its liberal nature.*"

We now come to the union of the various towns in the County of Philadelphia, in 1854, under what is known as the Act of Consolidation.

1. The old City of Philadelphia.

2. Nine incorporated districts: Southwark, Northern Liberties (so named from the fact that the original settlers of the old town of Philadelphia had the liberty of pasturing their cows in what was then the rural district), Kensington, Spring Garden, Moyamensing, Penn, Richmond, West Philadelphia and Belmont.

3. Six boroughs: Germantown, Frankford, Manayunk, White Hall, Bridesburg and Aramingo.

4. Thirteen townships: Passyunk, Blockley, Kingsessing, Roxborough, Germantown, Bristol, Oxford, Lower Dublin, Moreland, Northern Liberties (unincorporated), Byberry, Delaware and Penn, with their forty corporate or *quasi* corporate bodies,* divested themselves of their several municipal organizations for the purpose of securing the advantages of a common government. There was to be one mayor, one legislative body; divided into select and common councils; who, by their committees, jointly with the mayor, administered the executive functions of government over the one hundred and forty-five miles constituting that new Philadelphia which is coterminus with the county of the same name. In the schools alone was the organization not consolidated, the old system surviving of

* See Philadelphia, by Allinson and Penrose. Pp. 141 and 142.

a general board of controllers; and the supervision of the schools being awarded to one sectional board for each ward. When a new ward is formed, a new school board springs into existence, for this local system is still in force. When a ward is divided, like certain animals of low organism, the local boards multiply by dismemberment. These local, or, to speak more exactly, ward boards, were to be of equal power; independent ward governments in all pertaining to the schools. The intention being probably to secure local government, counting upon the interest of parents to secure good schools. In 1865, the patronage of appointment of teachers by the sectional boards was restricted by Act of Assembly to graduates of the Normal School.

Mr. Edward Shippen, a member of the Board of Control, procured in 1867 the passage of the Act whereby the judges appoint the members of the Board of Control, called, usually, the Board of Education. Here was a long stride forward, and toward unification; the development of the system has been notable and rapid under this directing body. Certain powers that belong to a governing or executive body are still, however, vested in the ward boards, such as the appointment of teachers and janitors and the disbursement of certain sums for fuel, etc., in all the schools, with the exception of the small group under immediate control of the Central Board. The local boards remained elective.

The Central Board is constituted of one member for each ward, who is, by virtue of the appointment, a member of his local board, for the purpose, presumably, of keeping the Central Board in touch with the numerous local bodies, but with the result that the Central Board is caught in their machinery. The appointment of teachers, for instance, is a local function; the Central Board may refuse to pay a teacher's salary, but it cannot practically dismiss, because the Local Board may immediately reinstate. Hence the legal battles of the Local Boards to enforce the payment of salaries, often won by them on the ground that, however the Central Board may have been justified in the dismissal, the teacher has in fact been discharging the duties of the office and has a right to be paid for such services.

The members of the Central Board must, therefore, to put their policy into effect, often make concessions of principle, or accomplish

the incredibly difficult task of imparting to thirty-seven Local Boards of about five hundred members collectively, often elected for political reasons, the ideas and notions actuating themselves. The health of the late President of the Board succumbed to the strain of this system.

I must pause to pay a passing tribute of reverence to the memory of Edward T. Steel, for here, at last, is a place where civic virtue may be honored.

We had never met when, in 1881, I entered upon the work of the Public Education Association, but kindred motives and objects soon brought us into close intimacy. It was his desire to accomplish some worthy service for humanity, and the interest of children, as affected by education, appealed to him as of paramount interest. "*I would give my life for such a cause,*" he said, without ostentation and with that sincerity of conviction which was his distinguishing characteristic; and I do not think that I am overstating the case when I affirm that his life was sacrificed to the harrassing strain of our complex, political school system. The great reforms effected under his Presidency by the Board of Education with the co-operation, I am proud to say, of the Public Education Association, were made possible by his zealous labors to harmonize and bring into united action these many disunited and often conflicting agencies.

In 1882, there were no women in the Central Board, no superintendents, no Manual Training Schools, no Kindergärten, no cooking or sewing classes, and no Normal School proper.

Dr. Weir Mitchell has defined two kinds of effort, the wholesome and the unwholesome, under the heading of WEAR AND TEAR. The Administration of the Department of Education in a great city like Philadelphia with 125,000 children in schools covering an area of 145 miles, is surely sufficient to occupy the energies of one man without over-taxing them, especially at a time when the school system is undergoing re-organization to meet the new demands of education. It is no light task to carry these reforms within the Board itself and to demonstrate the necessity for the same to the community, sufficiently to secure the support of public sentiment; but when we consider how the difficulties are incalculably multiplied by reason of the

necessity for considering relations with local Boards independently of the merits of the question *per se*, that thirty-seven local Boards must be enlightened on each project and brought into line with the Central Board, and that the members of the Central Board are inextricably involved with the local bodies, whose five hundred members are part of the political system, we begin to understand the immense sacrifice a man proposes to make when he undertakes to re-organize the schools in the interest of education. I must explain here to such as are not familiar with the questions bearing upon what I have frequently alluded to as the new education, that there is no other scheme in the field. You may naturally suppose that much friction arises from the conflict over theories of education. Not at all! There is nothing but the new education, obstruction and politics. When I speak of the politics in this connection I mean, of course, office-holding by virtue of, and in affiliation with, the political organization. I speak of systems, not of men. If each member of the Central Board, and every member of the thirty-seven local Boards were the best citizen in the community for the place, the system would still be defective and cumbersome.

You perceive that by the way of our brief historic review we have come to understand the organization of the schools as they exist today, and that the unification of the system will not require a re-casting *de novo;* and this is the hopeful aspect of our problem. There has been, and there should be, no iconoclasm. Each advance has been a natural step forward. I am confident you now perceive all that is essential to the unification of the system, namely, the transference of the patronage of the appointment of teachers and janitors and the disbursement of those small sums, now functions of the local Boards, from these to the Central Board.

As I have gone over my data for this address to you—and, by the way, I would suggest that each of the committees of the Civic Club should keep a compendium of reports, newspaper articles, etc., bearing upon its subjects such as I have here in these, as yet, unbound leaves, which become sources of information on contemporaneous aspects of a subject,—I have discovered two things: First, that each of the new departures to which allusion has been made was

instituted by a leader, and that leader in connection with some outside organization; and that the daily press has given invariable and practically unanimous support to their efforts.

The Pennsylvania roll of honor in Public Education is, as I have indicated, Mr. Roberts Vaux, with the Society for the Promotion of Public Economy, Governor Wolf and Thaddeus Stevens, Mr. Edward Shippen, Mr. Edward T. Steel and the Public Education Association.

In 1880, Mr. James S. Whitney, concluding the address already alluded to, said, *If the people are not sensible enough of their responsibilities in this regard, cannot they become so through the agency by which other political benefits have been realized—through an organization working outside of State and civic bodies, an observing, suggesting, counseling, strengthening force?* In another part of the City, without collusion, unknown, indeed, to one another, the Public Education Association was forming; and now, again, a leader appears and the Civic Club is simultaneously organized; in conformity with that singular law that brings together the hour and the man, but

> "What's his name and where's his hame,
> I dinna choose to tell."

No; nor his sex, neither.

If the Public Education Association will bring forward next winter a bill to effect unification in the important matters indicated, without jeopardizing its consummation by any other changes, and if the Civic Club will give this bill the small additional support which is alone requisite, as shown in the last bill presented by the Public Education Association, they will jointly have rendered that service to the schools which is of greatest urgency, will have placed themselves in the historic roll of public benefaction I have outlined, and will have driven the entering wedge into the spoils system.

Do not be led into side issues, such as the proper scope of public education, universal education and such like, for, I warn you that you will be thereby led into the hopeless labyrinth of the whole problem of modern civilization, the merits of the new order instituted in the eighteenth century and, finally, the destiny of mankind itself. Fortunately for us, all that we need to consider is the simple problem

at hand of how we may better an existing institution. Let us reduce as far as may be in our power the friction, let us make private interest and public service as nearly as possible coincident, for, believe me, a true civilization does not require unnatural motives and sacrifices. If the private interest and the common good can ever be adjusted there will be no room for altruism. Such adjustment is as difficult of discovery as the secret of perpetual motion, but modern civilization is based upon the closest possible approximation with this ideal.

CHARLES DEGARMO,

PRESIDENT OF SWARTHMORE COLLEGE.

In the course of his remarks, President DeGarmo said:

It is evident from the papers that Philadelphia need not go to her suburbs, either for analysis of her difficulties or for information as to how they may be improved. Perhaps the best contribution I can make to the discussion is to say a few words as to the efforts that have been going on in Cleveland, Ohio, for the reform of school administration. There are but four cities in the United States in which Local Boards participate in the selection of teachers and the management of the schools. They are New York, Philadelphia, Pittsburg and Washington. In New York the management is corrupt and insufficient. It is probable that in Washington there may be special reasons for such an arrangement. Cleveland suffered specially from the domination of her school system by politics, there being ward representation. After much discussion the School Board was reduced to seven members, elected from the city at large. All of the material interests of the schools are managed by a Director, who is elected by the Council, given a salary of $5,000 a year, and placed under bonds to the extent of $25,000 for the faithful discharge of his duties. All legislation proceeds from the Council of seven. The Director is a member of the Council, but has no vote. In the same way the Superintendent is made responsible for the administration of instruction. A good idea of the working of the system may be gathered from the following paragraph by Superintendent Judge Draper, in the *Educational Review* for June, 1893.

"The school system of a great city must not only have an autonomy of its own, but its administration must be departmentalized. Material affairs should be entirely separated from the work of instruc-

tion. Officers must have ample authority, be properly paid for services of high grade, and held to personal accountability. If there be cause for complaint, there should be a place to make the complaint and an officer who can neither shift nor shirk responsibility. The Cleveland plan, which creates a salaried officer directly responsible to the people for the proper care of all their school property, and for the proper management of all the business affairs of their school system is, in that regard at least, very nearly ideal. It is economical and business-like. It will secure a responsible man, and it will insure the alert and careful administration of business interests. All subordinates are amenable to him and to him alone. The man will not only have responsibility, but he will have independence and self-respect as well. On the other hand, the superintendent of instruction should not be burdened with any of the material interests of a great school system or with keeping records or accounts relating thereto; but he should be chosen with special reference to the work of instruction, and in that department should likewise have full authority, be given ample assistance, and charged with complete responsibility. Such responsibility is well-nigh overwhelming. To secure a teaching force numbering hundreds or thousands of individuals, all of whom are capable and have individuality and teaching power, and so to organize them as to get the best results from each, and then to lead and train them so that there will be harmony, enthusiasm, growth and continually increasing power, is a great undertaking; but, under proper conditions, it is not altogether impossible of accomplishment. Where teachers are appointed by school boards or committees, or members thereof, or by ward or district trustees, its accomplishment is impossible. If superintendents are only allowed to nominate, and nominations are to be confirmed by a board or committee, other elements than the fitness of the candidate will of necessity be taken into consideration. If a superintendent cannot dismiss teachers, or change them about, as exigencies may require and experience suggest, without being obliged to advise with and secure the approval of boards or members who are looking for votes, or who are anxious to please friends, and who have no appreciation of the importance and delicacy of the questions involved, he will not do it at all."

MRS. MARY E. MUMFORD

Said that in theory the local school boards seemed to have some reason for existing, but in practice their usefulness appeared to be almost wholly political. The local boards had not distinguished themselves by bringing forward advanced educational ideas—the evidences are quite the contrary—and instances were cited showing this. She did not think education should be administered by the chance citizen board, but should be placed under the direction of salaried experts, selected by and responsible to, a small Board of Trustees.

CLOSING ADDRESS

BY

MRS. CORNELIUS STEVENSON.

The Civic Club is so new an organization that it may not be out of place, before bringing this meeting to a close, to say a few words as to the needs which its founders have sought to supply in calling it into existence.

There seems to exist a mysterious unwritten law governing the social organism, which causes a natural and wholesome reaction to take place whenever tendencies, perhaps inherent in certain classes, threaten to become general, and thereby dangerous to the community. A few years ago, for instance, with the increasing facilities for foreign travel and the corresponding increase of international intercourse, Anglomania had become so much in vogue as to form an incipient danger to the true democratic, American spirit that constitutes the real strength of our nation. It was fast becoming a national habit to extol everything European,—from monarchy and its aristocratic

institutions down to the humblest article of dress or of household use —to the detriment of everything American; and from the upper "four hundred" this habit was fast extending to the upper forty thousand. But just as our wealthy classes were beginning to make themselves positively ridiculous abroad, and almost intolerable at home, a reaction set in, and upon all sides there sprang up patriotic associations of a social order, "Sons and Daughters of the Revolution," "Colonial Dames," etc., which revived proper American self-respect among our people by teaching us to rest our pride—if pride we *must* have—where it legitimately *should* rest, upon good service rendered to our own country.

I doubt whether the originators of these various movements distinctly formulated to themselves the true causes that inspired their action; but I feel personally convinced that they were only supplying a serious need of the moment, and I believe that these patriotic movements—in promoting general interest in American history and in placing before our minds the civic merits of our fathers—are among the hidden agencies that kindled in us our present desire to practically emulate the founders of our Commonwealth.

As an immediate consequence of this movement and of the reviving common sense of which it was the expression, Anglomaniacs are now somewhat out of style, and good Americans are quite the thing.

Our form of government seems theoretically to approach as fairly near to the ideal government as any scheme hitherto applied to the ruling of a human society. But with the gradual alteration brought into our social conditions by the great increase of our population and of its wealth, by the peaceful, luxurious life of our well-to-do classes, and the all-absorbing interest in the pursuit of personal advancement which the attaining such a luxurious life—held up as the end of all individual effort—has kindled in most intelligent men's minds, there has come to exist among a large portion of our honest, well-meaning people an utter disregard of the responsibility which, in a republic, should be felt by every citizen; and, with it, an absolute neglect of those rights and privileges so dearly won for *our men* by our Revolutionary forefathers.

Indeed, of late years not only have our well-meaning classes absolutely ignored the fact that, as voters, they are personally responsible for the evil practices that may take place in their municipality; but they actually take a decided pride in their contempt of public service; and in this country—which is supposed to be governed by the will of the majority—the children of educated and well-effected parents are brought up to look with horror and disgust upon the idea of taking an active part in city affairs.

Our social clubs are full of clean, upright, intelligent men of leisure, who daily conscientiously condemn evil-doing and mismanagement—whether through omission or commission—of public interests, without its ever occurring to them that they *each* are morally accountable for it; for their family traditions, their influence, their leisure and wealth, could be used with the greatest credit to themselves, for the greatest advantage of their fellow-citizens, and to the greatest honor of their city, could they but be applied to the furtherance of the general welfare.

These very men would doubt your belief in their understanding, should you suggest their subscribing one hundred dollars toward the support of an institution the character and efficiency of whose officers were questionable or even unvouched for, yet they annually pay thousands of dollars for the support of men often of doubtful honesty, and whose only qualification as School Directors or as holders of other highly special city offices, is that they happen to be upon the right side of national politics.

Surely if the wealthy classes, who—as the heaviest taxpayers—are most interested in good municipal government, are willing to leave the care of their nearest and most serious interests in the hands of men who are elected without reference to personal character, or to proper qualification for the work entrusted to them, it is not to be wondered at if the same indifference runs through the whole of our social body.

But now the mysterious unwritten law referred to above comes into play, and a reaction is *beginning* to be felt in public sentiment, of which the Civic Club is the result as well as the expression.

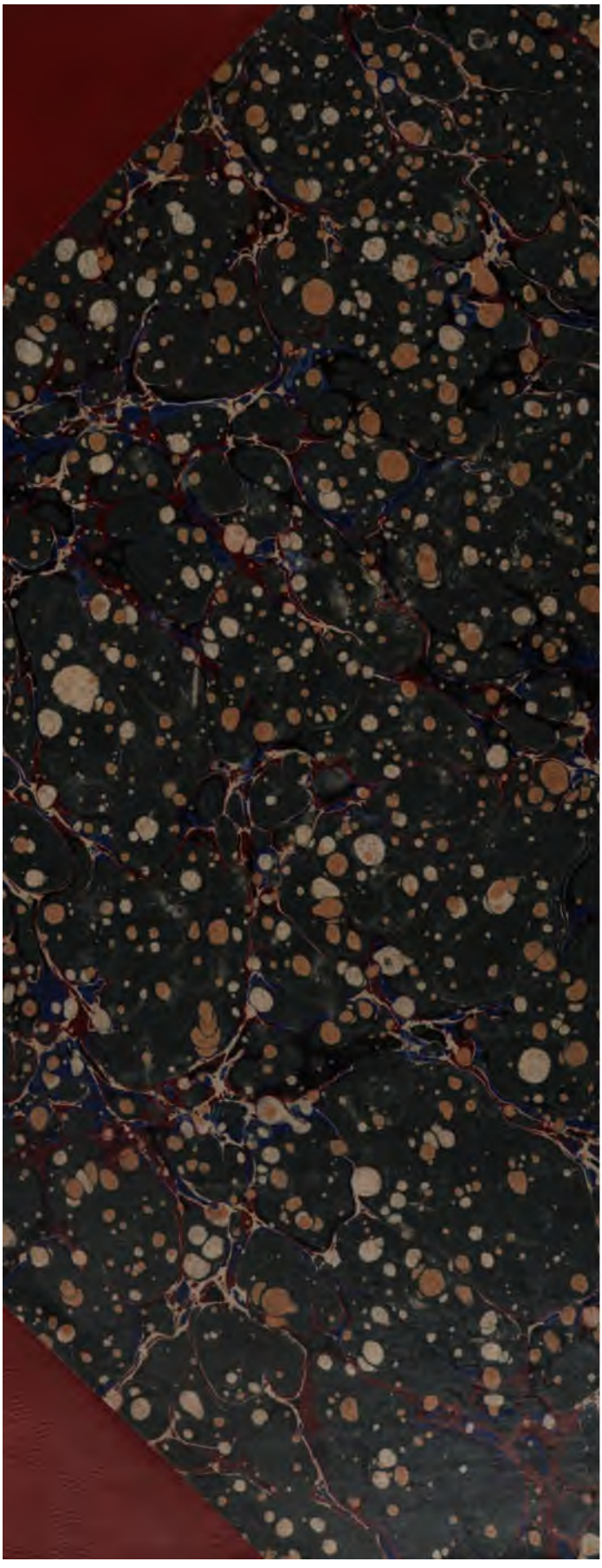
Its founders believe that women can do much to strengthen not only—as may be seen in history—the stirring patriotism that inspires noble deeds in times of emergency, but the more homely patriotism that does not claim a man's blood, but his time and his conscientious, unselfish effort, and to which the French have given the name of "*Civisme.*" It is sadly significant and deeply to be deplored that we should be compelled to use a loan-word to express this virtue.

It is obvious that every mother can at least teach her children that only weaklings fear to be defiled by touching pitch for the purpose of removing a stain from their own town. It is also obvious that every girl—by placing truth, disinterested earnestness, and moral courage above the cut of a coat or good taste displayed in the choice of flowers—can do much to popularize these qualities among the younger men. But women can do far more than that.

A large, organized body of educated and thinking people who, spreading over the community and regardless of race, of social position, of political or religious creed, will fearlessly teach, by example and word of mouth, that it is as unworthy to shirk the duty one owes to one's city as it is to shirk the duty one owes to one's family,—that, in so shirking, a man forfeits his right to complain of abuses of which he may have to suffer, as well as that of criticising the bad management of those into whose hands the power of wrong-doing may fall ;—such a body, we believe, must become a powerful educational agent in the community by awakening public sentiment.

We women believe that serious, permanent results can only be obtained through education. And, acting upon this belief, we intend to devote ourselves to the collecting of such facts as bear upon the development of disinterested citizenship ; to the teaching of such thoughts as are likely to raise the moral and intellectual standards of our community ; and to the urging upon all educators,whether public or private, the uncompromising introduction of such teaching in every school.

We believe that women should not shrink from accepting their share of responsibility and from exercising their influence for good in *any way* that may present itself.

The Civic Club is not a political body. Neither does it propose to undertake special work already well done by other organizations; but, on the contrary, to lend its support to and co-operate with those useful organizations now engaged upon work in various fields; bringing together disconnected interests and causing each individual effort to become the manifestation of a higher patriotism, which, in a peaceful era like ours, can only find expression in public spirit. Surely, such meetings as this, where all present, whether speakers or listeners, are earnest in their desire to advance the public welfare, can have but one result—that of helping us all a step further onward and upward.

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